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ABSTRACT

A unified educational system develops basic skills, interpersonal relationships, occupational skills, and citizenship responsibilities leading to quality life and work through various components. A unified education system (1) includes all educational programs and deliverers of educational programs at all levels; (2) contains levels and/or components with specific roles and responsibilities; (3) involves sharing information, curriculum ideas, and criteria for student outcomes; (4) allows duplication of effort only where necessary; (5) establishes program standards at all levels; (6) stresses that all courses and programs emphasize experiential learning; (7) is a cyclical, year-round system characterized by open-entry and open-exit principles; (8) requires a commitment to educational work experiences; (9) includes standards that are adopted by the state legislature and reflected in a state plan; (10) awards credit for skills learned inside/outside the system; (11) uses clearly outlined assessment procedures; and (12) eliminates sex stereotyping, irrelevant prerequisites, and admission barriers. The unified educational system is accomplished through a state, district, and site-planning system and involves the efforts of the site educational plan planning council, subject-matter advisory committees, the California Education Council and State Department of Education, and the industry/labor/business advisory group. (The commission on vocational education recommends procedures for implementing a unified educational system and a centralized funding system in California.) (LRA)

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A Unified Approach to Occupational Education

Report of
the Commission
on Vocational Education

CE 022 204

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MEMBERS OF THE COMMISSION ON VOCATIONAL EDUCATION

Sue Beittel, Commission Chairperson
Board Member, San Rafael City Elementary School District; San Rafael City High School District

Laval S. Wilson, Commission Vice-Chairperson
Superintendent, Berkeley Unified School District

Eugene Auerbach, Senior Vice-President, Education
National Systems Corporation
Newport Beach

Phil Benson
Future Farmers of America, Winters

Ken Blackwelder, Director
Kinneloa Gardens Residential Care/Vocational Training Center
Hacienda Heights

Frank Brann, Senior Vice-President, Planning and Policy
Levi Strauss and Company, San Francisco

Maurice Calderon, Vice-President and Manager
Redlands Federal Savings and Loan, Beaumont

Lela Chaney, Business Education Teacher (Retired)
Hanford

Keith Chun, Board Member
Fresno Unified School District

Elmer Danbom, Agricultural Education Teacher
Eureka Senior High School
Eureka City High School District

Dennis Dirksen, Professor of Industrial Education
San Diego State University

Theodora Faiola, Director
Marin County Regional Occupational Center
Corte Madera

Ruth Fedrau, Consultant; and Vice-Chairperson, California Advisory Council on Vocational Education
San Francisco

Maria Garcia, Parent
Hayward

Bryan Glispie, Student
Los Angeles Trade-Technical College

Frances Grice, Executive Director
Operation Second Chance School of Opportunity
San Bernardino

Kenneth Lonergan, Placer County Superintendent of Schools
Auburn

Opal Massey, Supervisor, Homemaking Education
Oakland Unified School District

Adolphus McGee, Principal
Sacramento High School
Sacramento City Unified School District

Jacqueline Moore, Student
Thornton High School
Jefferson Union High School District, Daly City

George Moton, Executive Director
Stockton-San Joaquin Employment and Training Opportunities Department, Stockton

Ben Munger, Consultant
Senate Industrial Relations Committee
Penngrove

Wallis Pereira, Director
Construction Education Program, Los Angeles

Robert Power, Owner
The Nut Tree
Nut Tree

Anthony L. Ramos, Executive Secretary
California State Council of Carpenters
San Francisco

Larry Rathbun, Department Head
Agricultural Education Department
California Polytechnic State University
San Luis Obispo

Harry Silberman, Psychologist
University of California, Los Angeles

Clifford W. Skinner, M.D.
Kaiser Permanente Medical Center
Sacramento

Dodd Thorpe, Superintendent
Yreka Union High School District

Dennis Turner, Industrial Education Teacher
Foothill Farms Junior High School
Grant Joint Union High School District
Sacramento

Jacklyn Yokote, Counselor
Thornton High School
Jefferson Union High School District
Daly City

Ted Zimmerman, Assistant Superintendent
Office of Instructional Planning and Development
Garden Grove Unified School District

THE COMMISSIONERS EXPRESS THEIR APPRECIATION TO

The Staff

For their dedication to the work of the Commission

Samuel L. Barrett
Assistant Superintendent of Public Instruction
State Director of Vocational Education

and

Executive Secretary to the Commission

Sanford Beck
Sharon DeVere
Peggy Olivier
Pat Valladao
Charles Walejko

Secretarial Staff

Carin Barlupe
Karen Baumann
Cathy Clark
Mariam Dong
Lola Leonard

PREFACE

Responding to the charge you [Superintendent Wilson Riles] gave to the Commission on Vocational Education in April, 1978, proved to be a challenge. The people you appointed to serve on the Commission were a dedicated and determined group of talented individuals. These commissioners participated in monthly meetings, statewide public hearings, numerous meetings with established organizations, endless telephone calls, and serious writing assignments. Most of the commissioners served in leadership roles during the course of our work. Brainstorming, refining of concepts, and listening to reactions were important elements in the process.

We could not have accomplished our task without our dedicated staff, who were totally committed to the success of the project. I would particularly like to thank Sam Barrett for his patience and support. He selected a group of individuals with expertise in several vocational areas and with a strong commitment to a good participatory process.

After considerable study and discussion, the commissioners reached consensus on what vocational education ought to be in California. Determining the steps necessary to accomplish the goals was more difficult. The report we present to you represents our strong conviction that vocational education should be an integral part of *all* education and is for *all* students, regardless of their ages and regardless of other circumstances in their lives. To achieve this may involve a "rebirthing of education," as described by one of our commissioners. This "rebirthing" idea excited us and was referred to from time to time as we examined change strategies—a few already in place in the current system and others possible in the future. Some commissioners needed to build in assurances that particular programs and particular groups would be protected until new mechanisms for delivering services could be set in place. The group has reaffirmed the vital importance of a good local decision-making process.

In reviewing our final report, I find that it is an organizational plan that has the capacity to fulfill the mission that we have identified—preparing Californians for quality life and work.

Thank you for the opportunity to present our findings to all of the people of California. Our work as a commission is over, but we recognize the need to obtain additional resources to implement the recommendations in the report. We look to your leadership and offer our help. Many commissioners have a strong commitment to this report and would like to assist, as needed, in the implementation of its recommendations.

SUE BEITTEL
Chairperson, Commission on Vocational Education

THE CHARGE TO THE COMMISSION

It has been more than 60 years since the writing of the first State Plan for Vocational Education in California, and we have witnessed many changes in technology, the labor force, the economy, the family structure, and other societal factors influencing the appropriate content and direction of vocational education. Various philosophies have emerged regarding the roles of public and private educational institutions.

The Superintendent of Public Instruction in California is charged with the responsibility for administering all vocational education programs in kindergarten through grade twelve. This broad responsibility includes adult vocational programs in secondary schools and regional occupational centers/programs.

Purpose

The Superintendent has established this Commission on Vocational Education for the purpose of advising him on what vocational education services should be provided for the students within his responsibility.

Issues

To accomplish this charge, the Commission should consider a wide spectrum of quality, scope, and content questions regarding vocational education. The Commission should address a number of specific and important issues, including:

1. The vocational and career needs of students
2. The needs of industry, labor, and society
3. The capacity of the educational system to respond to the needs of industry, labor, and society
4. Strategies and resources, both fiscal and human, needed to support quality vocational education programs at the local level

Major Objective

The major objective of this Commission will be to recommend to the Superintendent the principal components for vocational education in kindergarten through grade twelve.

These recommendations should be designed to ensure that every student is provided a quality educational program that is responsive to his or her individual career needs as well as the needs of industry, labor, and society.

PHILOSOPHY STATEMENT

We believe that every person in California should be prepared for quality life and work. This preparation can best be achieved through a system of education that is unified at all levels, elementary school through the universities.

We further believe that a Unified Educational System develops basic skills, interpersonal relationships, occupational skills, and citizenship responsibilities leading to quality life and work through various components, one of which is occupational education.

Although the major responsibility of the occupational education component is work preparation, all other components, at all levels, share in that responsibility. Conversely, occupational education cannot ignore the vital interpersonal, citizenship, and basic skills that are primarily the responsibility of other components.

We believe that to meet our goal of preparing for life and work, we must maintain a network of coordination, active cooperation, and constant communication between every educational system, both public and private, as well as deep and continuous involvement with a broad spectrum of the community, business, industry, and labor.

SYNOPSIS

After ten months of deliberations, the 32-member Commission on Vocational Education presented its report to the Superintendent of Public Instruction on February 28, 1979. The following is an abstract of the 122-recommendation report, which begins on page 7.

Introduction

"... I am excited about what we can do for the students of this state in making vocational education an integral part of our school system."

Superintendent Wilson Riles' charge to the commissioners
April 25, 1978

The Commission's goal was to deal with vocational education; however, from its inception, the Commission was alerted to the fact that vocational education must be a part of the entire educational system. Through input from 907 persons in 50 public input sessions held throughout the state, and six hearings to receive reactions to its draft report, the Commission determined that meeting the goal of quality vocational education requires that all of education be considered. Therefore, throughout the report, unless vocational education is specifically cited, discussions and recommendations pertain to the entire educational system.

A Unified Educational System

Every person in California should be prepared for quality life and work. This preparation can best be achieved through a system of education that is unified at all levels, elementary school through higher education. The basic components and characteristics of the proposed Unified Educational System are described below.

A Unified Educational System develops basic skills, interpersonal relationships, occupational skills, and citizenship responsibilities leading to quality life and work through various components, one of which is occupational education.

Although the major responsibility of the occupational education component is work preparation, all other components, at all levels, share in that responsibility. Conversely, occupational education must include the vital basic, interpersonal, and citizenship skills that are primarily the responsibility of other components. Since vocational education's specific responsibility is work preparation, a more descriptive term for this component is "occupational education." Therefore, throughout this report, "vocational education" is cited as "occupational education."

To meet the goal of preparation for life and work requires that a network of coordination, active cooperation, and constant communication be maintained among educational systems, both private and public. This network must involve a broad spectrum of the community, business, industry, and labor.

A Unified Educational System:

- Includes all educational programs and deliverers of educational programs at all levels; i.e., the state educational system; federal programs, such as CETA; community-based programs; the private educational system; and industry.
- Is composed of levels and/or components with specific roles and responsibilities. These roles and responsibilities are compatible with the system's central mission, which is to prepare people for quality life and work.
- Involves sharing of information, curriculum ideas, and criteria for student outcomes among all entities and individuals at all levels. For all publicly supported educational programs, an annual statement of articulation with other educational agencies is to be made before the programs begin or continue.
- Allows duplication of effort only where necessary.
- Establishes program standards at each level of instruction. These standards are met through achievement of performance competencies. Standards are created cooperatively by state, regional, and local entities, with community, industry, and labor input.
- Stresses that all courses and programs emphasize "learning-by-doing" experiences.

- Is a cyclical, year-round system characterized by open-entry and open-exit principles.
- Requires a commitment to a network of educational work experiences at all levels, kindergarten through adult school, for every student. These experiences involve the home, community, industry, labor, and the educational system.
- Is based on standards that are adopted by the state Legislature and reflected in a state educational plan.
- Awards credit for all participants.
- Awards credit for skills learned inside and outside the system and allows for credit to be easily transferred within the system from level to level.
- Provides for a new form of high school transcript and report card to certify that the student has achieved competency.
- Uses clearly outlined assessment procedures.
- Eliminates all sex stereotyping, irrelevant prerequisites, and various admission barriers that would prevent any person in need of instruction from having access to any state-funded program or class offering that instruction.

All participants within a Unified Educational System are clearly aware of the mission of the system, the processes used by their local site to accomplish the mission, and the processes used by those within the system. This is accomplished through a state, district, and site planning system.

State Educational Plan

A state educational plan contains the basic objectives to be addressed by the entire Unified Educational System to meet the educational needs of the citizens of California.

District Educational Plan

Each school district creates an educational plan that specifies, in measurable terms, the outcomes expected from the educational activities within that district. The plan identifies the planning, implementation, and operation of the educational program for each school site. The district provides assurances that each site educational plan includes, but is not limited to, information about student goals and objectives that can be assessed adequately; a process for infusing and integrating all parts of the system to reach the common goal of preparing each student for life and work; a process for utilizing industry, labor, and society; and plans for assessing and auditing results annually, with provision for internal and external review and so forth. Funding is contingent on approval of the plan by the California Education Council.

Site Educational Plan

Each site educational plan identifies the planning, implementation, and operation necessary to conduct the best educational program for each student. Input from local advisory committees, input from the Site Educational Plan Planning Council, and local needs assessments are utilized in the development of the plan.

Site Educational Plan Planning Council

Each school site has a planning council, whose primary functions are to oversee a needs assessment, create the site educational plan, and conduct annual audits of the results of the plan.

The members of the council provide the broadest possible representation of the community served by the school site. Each planning council has a close relationship with local advisory groups and is responsible to the school district governing board.

Subject-Matter Advisory Committees

Local advisory committees are established for occupational education subject-matter areas, with membership from business, labor, industry, education, and the community. These committees have a direct relationship with the planning councils. The committees:

- Establish local occupational education program standards.
- Conduct an annual review of instructional courses and programs.
- Conduct systematic public hearings about the development and content of occupational education instructional units, courses, and programs.
- Share resources with other advisory committees and with similar committees at other educational levels in the community.
- Are actively involved in the articulation process.

California Education Council

The purposes of the California Education Council, the single governing entity, are to:

- Coordinate instructional programs and services that encompass all levels of education. This coordination includes procedures for approving and auditing local educational planning.

- Develop and implement policies for the disbursement of local, state, and federal funds to provide for implementation of the recommendations made in this report.

The council includes a broad-based representation, including socioeconomic and ethnic group representation of the state and local communities; parents; students; educators; and representatives of labor, business, and industry.

California State Department of Education

The State Department of Education provides the following specific services to school site occupational education programs:

- Subject-matter program and technical assistance through on-site visits to programs and teachers
- Subject-matter program leadership
- Assistance in the development of subject-matter standards through a process involving broad-based input from knowledgeable individuals
- Coordination of curriculum-related student organizations
- Coordination, leadership, and development of in-service education activities conducted with a frequency and geographic distribution that allow every teacher to participate at least twice each year

The Department also:

- Collects data in cooperation with the Employment Development Department regarding work for teenagers and the role youth-type jobs play in occupational maturation.
- Is responsible for working with the Employment Development Department in assessing the total number of jobs in California that require occupational training. This information is made available to districts and textbook publishers.
- Coordinates the development of measures to determine the success or failure of occupational education programs.
- Constructs measures of personal development in students and makes these measures available to all districts.
- Studies and disseminates information regarding legal restrictions serving as obstacles to expanding educational work experiences and studies methods to eliminate the obstacles where feasible.
- Encourages districts to participate in educational work experience programs and to participate in programs such as the Experience-Based Career Education program.
- Develops an information system that provides data on major occupational areas and labor market regions. This system provides users with current, accurate data on which to base decisions about quality life and work.
- Establishes, in northern and southern California, TV programs that present information on careers, jobs, and educational opportunities.

Industry/Labor/Business Advisory Group

A fund is created from contributions by industry, labor, and business to help develop occupational education programs. The members of the advisory group adopt policies regarding expenditures and in this way monitor the operation of the fund.

Benefits and Requirements of a Unified Educational System

What will a Unified Educational System provide for students and require of teachers and counselors? What will be the requirements for funding a Unified Educational System?

Students. All students exiting the system:

- Complete a program of instruction that prepares them for initial employment and success in the future.
- Achieve and demonstrate competencies in a variety of skills necessary for quality life and work, such as English language skills, computational skills, and job-seeking skills.
- Are aware of their competency level in relation to a chosen occupation and the requirements for further career advancement.

For students a Unified Educational System:

- Enables them to become aware of educational opportunities, entrance/exit requirements, prerequisites for all programs within the system, and employment opportunities and career options through a statewide career information system.
- Provides for career/occupational development for each individual.
- Provides for career/occupational development by infusing instruction in career awareness, exploration, and preparation and retraining and/or upgrading into each part of the curriculum.
- Requires participation in educational work experience through exploration of a variety of situations in the private and public sectors and performance of community services.

- Provides movement within the system on the basis of individual skills and abilities and attainment of competency levels.
- Allows for participation in appropriate curriculum-related student organizations of each person's choice.
- Gives ready access to training and retraining in either regular or special classes or programs (adults only).

Teachers. Teachers in a Unified Educational System:

- Are aware of the mission of the educational system.
- Use competency-based instruction.
- Have adequate facilities, equipment, and materials.
- Share information with others in the system.
- Periodically return to work outside the school setting.
- Possess occupational work experience.
- Participate in guidance, job placement, and other pertinent activities in cooperation with counselors.
- Participate in personnel exchanges with industry and government.
- Are actively involved in the supervision of educational work experience.
- Supervise the activities of curriculum-related student organizations.
- Receive assistance from the State Department of Education.
- Participate in in-service education and staff development activities.
- Have opportunities to be members of planning councils and subject-matter advisory committees.

Counselors. Counselors in a Unified Educational System:

- Have case loads based on their ability to perform individualized services to meet student needs.
- Share and coordinate with teachers certain counseling services, such as advising, guidance, and job placement.
- Work with teachers and administrators in providing employment opportunities for all students.
- Are involved with advisory committees and other community agencies.
- Are trained to provide career and occupational counseling to assist the poor, to counsel culturally different and other minority students, and to provide counseling in nontraditional occupations for both sexes.

Funding. Funding of the Unified Educational System is provided in the following manner:

- Funding for each local educational agency is contingent on approval of the district educational plan by the California Education Council.
- The bases of all funding are the accomplishment of expected student outcomes and compliance with standards. Monies are allocated and distributed for *added costs* for implementation of state and district educational plans.
- There is full state funding of education. Any federal funds provided are supplemental.
- Funding is consolidated to support district educational plans.
- When program objectives and/or outcomes are not met, a local educational agency has access to technical assistance from state consultants to redirect allocated funds for optional strategies to accomplish the objectives and/or outcomes as long as student needs are unmet.

INTRODUCTION

"It has been more than 60 years since the writing of the first State Plan for Vocational Education in California, and we have witnessed many changes in technology, the labor force, the economy, the family structure, and other societal factors influencing the appropriate content and direction of vocational education. Various philosophies have emerged regarding the roles of public and private educational institutions."

With this opening statement, Wilson Riles, Superintendent of Public Instruction in California, established a Commission on Vocational Education for the purpose of advising him on what vocational education services should be provided for students within his responsibility, kindergarten through secondary and adult schools. Specifically, the Commission was to address a number of important issues, including:

1. The vocational and career needs of students
2. The needs of industry, labor, and society
3. The capacity of the educational system to respond to the needs of industry, labor, and society
4. Strategies and resources, both fiscal and human, needed to support quality vocational education programs at the local level

Commissioners soon agreed that the efforts of all parts of education should be unified into a common system to meet the needs of students in California. One major need of all students is constructive forms of work. By work we are referring to all those things that people do in life to produce social, personal, and economic benefits for themselves and others. The Commission believes that the citizens of California have a right to prepare for work and that a truly Unified Educational System is the best means of assisting them in achieving that right.

The 32 commissioners defined the educational "system" as more than schooling. Schools are currently teaching specific subject matter and in most cases doing it very well, but other agencies besides schools educate people and are a part of the entire system for preparing people for work and life. All participants and all components of the system have a role and are responsible for achieving this objective; however, preparation for work is the *primary* function of vocational education. We designated this function as the occupational education function, and although the occupational education component is primarily concerned with that function, to achieve that mission, it must be an integral and inseparable part of the total educational system.

Further discussion of the charge and its issues led us to conclude that this charge could best be accomplished by going to the people and asking these questions: (1) What is the status of vocational education as it exists? (2) What should be or what are the needs of vocational education? (3) What do you recommend that would provide for quality vocational education?

In 50 hearings throughout the state and with 907 people providing testimony, a common theme emerged which substantially supported the findings from our earlier review. That theme can best be summarized in three basic statements:

1. All parts of the educational system should prepare people for life and work.

   Critics of the educational system point to the deficiencies in graduates of our schools and cite employer dissatisfaction and youth unemployment as examples of a lack of good training for work. This criticism falls heavily on the vocational education unit since, in the minds of most critics, it has the sole responsibility to prepare people for work.

   The entire educational system contributes directly to work preparation, whether it be an elementary art class; a junior high school math course; a senior high school English, science, or auto mechanics course; or an adult welding class. In other words, all of education should be permeated with the attitude that people work and that it is the responsibility of everyone to help prepare them for that experience.

2. The vocational education component contributes directly to the personal, economic, and social lives of students.

   The specific impact of skill training in school or on-the-job work experience is difficult to measure, but testimony we collected throughout the state from employers and students continually affirmed the profound influence of vocational education programs on their personal lives. It was a common occurrence in our hearings to have young people persist in their strong support of vocational education programs, even in the face of penetrating and critical inquiry by members of the Commission.

   We obtained evidence at every hearing of the subtle but important interaction between vocational and academic components. Vocational and academic components within the curriculum stress active experience and practical applications as well as language and understanding. In daily practice these roles are continually being interchanged, with both components requiring conceptual understandings and emphasizing applications. Obviously, both functions are essential to every student's growth and development.

3. Educators do not control the economy, job availability, or legislation affecting the demand for labor, but they can and do offer educational opportunities, counseling, and job placement assistance to large numbers of people who would be severely disadvantaged without such assistance, regardless of the aggregate demand for labor.

   In the 1960s human capital theorists advanced the idea that what the poor and disadvantaged really needed were education and training. This concept squared with the then-prevalent view that many of the unemployed were unable to find employment simply because they were unskilled or because their skills had become outdated. In other words, the so-called structurally unemployed could not be incorporated into the work force during a period of economic expansion, since their lack of educational attainment formed a barrier to job market entry. This view led legislators in the 1960s to develop a labor market policy that was based on the assumption that barriers to the labor market were the result of the workers' *lack of skills* rather than of barriers within the job market itself. Human capital theory suggested that the means for overcoming these labor market barriers would be the education and training of workers. Policymakers in the 1960s further assumed that labor supply and demand were fairly well balanced and that unemployment was *structural*—that is, people were unemployed because they were unable to meet the skill requirements necessary for employment.

   The ever-increasing rate of inflation may have a negative impact on the labor market. There seems to be general agreement that the principal social and political problems during the 1980s will be inflation and unemployment. Despite the phenomenal growth in the number of new jobs created in the economy and an ever-increasing number of new entrants into the labor market, experts have informed us that the supply and demand within the labor market remain out of balance and are getting worse in absolute numbers.

It is also our opinion that educational opportunity, counseling, and job placement assistance are of vital importance in helping people find suitable work, even in the face of high rates of aggregate unemployment.

In summary, the Superintendent of Public Instruction asked this Commission to recommend the principal components for vocational education that would ensure that every student is provided a quality educational program responsive to his or her needs and those of industry, labor, and society. We agreed that there are four principles for quality education:

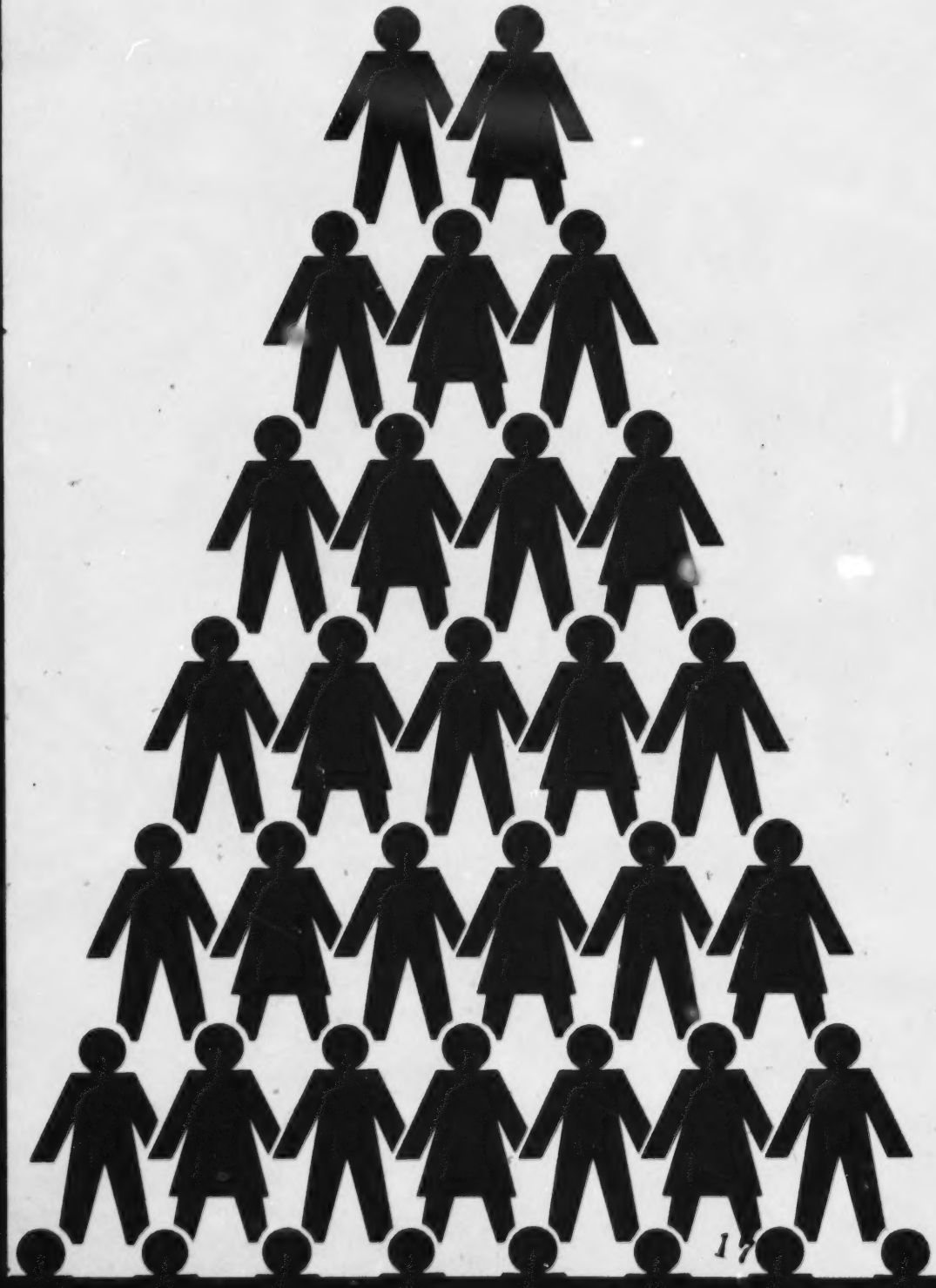
1. It is a comprehensive system of articulated programs whose functions are clearly delineated.
2. It provides opportunities for anyone to prepare for life and work.
3. It is responsive to the individual, society, industry, and the economy.
4. It has a prudent system of funding that preserves local control.

In the following section we discuss each of these principles, with a brief statement of selected recommendations. As previously stated, that part of the system that is devoted to the preparation for work within the total system will be referred to as the occupational education component.

Although the Superintendent's charge to us specified vocational education and the majority of our public input was concerned with that com-

ponent, we believe, as stated earlier, that work and life preparation requires involvement of the entire educational system. Therefore, throughout our report we have included all educational components in many of our recommendations, thus emphasizing our key concept that a system of education must have unity. We strongly suggest further study and discussion of this report by all of the other educational components within the educational system.

A UNIFIED EDUCATIONAL SYSTEM



A UNIFIED EDUCATIONAL SYSTEM

Quality education is provided through a system of education that is unified.

Responsibility of the California Legislature

A. Defining the mission of education and delineating the roles and responsibilities of each of the components in the educational system are the responsibilities of the California Legislature.

What is needed:

- The educational system should be clearly defined. That definition should include the system's mission and goals as well as the purpose and function of each of its parts.
- Public and private schools should cooperate in program planning and operation to serve the students in the best manner possible and make best use of all available resources.
- The state should define clearly the role of each educational agency in an educational system that is unified.

Definition of a Unified Educational System

A Unified Educational System is one in which all components are clearly aware of the central mission and fulfill that mission through a systematically interrelated network of communication, coordination, and active cooperation between every educational component, both public and private.

Mission of a Unified Educational System

It is recommended that:

1. Education be designed to meet the educational needs of all individuals of all ages and to assist them in becoming productive, responsible, and self-sustaining citizens.
2. The components which provide for the development of academic skills, interpersonal relationships, occupational skills, and citizenship training be orchestrated in such a unified manner that students, regardless of age, sex, or ethnicity, are prepared for achieving quality life and work.
3. The state define the mission of the Unified Educational System to be one of preparing people for life and work, including career awareness, exploration, preparation, application, and transition.
4. The state define the specific roles and responsibilities within the system and how they complement the mission of the Unified Educational System.
5. The system be cyclical, with year-round programming based on the application of open-entry, open-exit principles.
6. Special efforts be made to reach, advise, and counsel out-of-school youth and adults about the many opportunities available to them and the procedure for enrolling in appropriate educational programs.
7. Private schools assist in training our citizenry for the work world. The State Department of Education should encourage them to do so by, for example, publicizing laws and regulations which spell out equivalency, including equivalency in occupational education.

Network of Coordination and Communication

B. A Unified Educational System has a well-developed network of internal and external coordination, cooperation, and communication.

What is needed:

- Continual articulation in an educational system between every internal and external component, regardless of its individual goal, size, or location, is needed to ensure a quality teaching/learning environment for life and work.

State-Level Articulation

It is recommended that:

To enhance articulation, which has been difficult to achieve throughout the years, the California Legislature resolve the segmented structure of governance at the state level with a single governing entity, such as a California Education Council, so that there can be a unified system of education which will provide the following:

a. Coordination of instructional programs and services which encompass all levels of education. This coordination should include the establishment of procedures for local educational planning, approval of programs and services, and audits of the accomplishments and objectives set forth in the district and site educational plans, including cost-benefit and cost-effectiveness analyses.
b. Development and implementation of policies for the disbursement of federal, state, and local funds to provide for the recommendations made in this report.
c. Broad-based representation of parents, students, educators, labor, business, and industry, including representation of the various socioeconomic and ethnic groups in the state and local communities. The single governing entity should be constituted to ensure parity among all members.

Local-Level Articulation

It is recommended that:

1. To strengthen the Unified Educational System, a process of communication and articulation between individual components be developed by each school district so that elementary, middle, secondary, and adult education programs share information regarding requirements, entry and exit competencies, and clear descriptions of their activities for the development of life and work skills. Information should be available in local instructional programs and to advisory councils as well as through school administrative channels.
2. The state mandate and direct that no publicly supported educational program be established or allowed to continue without an annual statement of articulation with other educational agencies, private and public. This articulation should go beyond mere communication and should include sharing of curriculum ideas and expected student outcomes. This statement should also include relationships with institutions of higher education, including the community colleges.

   Local advisory committees must be actively involved in the articulation process. The intent of this provision is to avoid unnecessary duplication.
3. The utilization of proprietary occupational schools be further explored and studied. If proprietary trade and technical schools can deliver quality occupational education on a cost-effective basis which saves money for the school district, contracting is encouraged. Further experimentation in contracting is recommended. Duplication of school facilities should be avoided in the interest of delivering occupational education in the most economical manner possible.

Opportunities for Students of All Ages

C. A Unified Educational System provides an opportunity for students of all ages to choose careers, prepare for work, and receive that preparation wherever it may be available.

What is needed:

- An educational system is needed that will meet the life and work needs of all students of all ages; the students should have ready access to all state-supported programs that prepare them for life and work.
- Programs should be equitably available everywhere to accommodate the state's populations and diversities.

It is recommended that:

1. All state-supported programs be available to all Californians. All students should have ready access to all state-supported educational programs that prepare them for life and work.
2. Minimal, realistic, and relevant prerequisites be established only when necessary to ensure success in programs. Admission barriers that would interfere with voluntary participation in educational programs should be identified and eliminated: location of residence, color, creed, age, sex, handicap, disadvantage, language, and so forth.
3. Educational programs be scheduled by demand, even though such timing may not

coincide with regularly scheduled "school terms."

4. The location and scheduling of educational programs be examined since they are especially critical for out-of-school youth and adults.

What is needed:

- An efficient system must be devised to collect and disseminate information about occupational education opportunities within appropriate regional boundaries. People need readily accessible information regarding the location and content of instruction wherever that instruction is offered (e.g., public schools, adult education facilities, regional occupational centers and programs (ROC/Ps), and private and public agencies) to make intelligent decisions regarding their life and work.

It is recommended that:

1. A statewide career information system be developed. This system should provide for the collection and dissemination of information regarding:
   a. Career requirements in general
   b. Specific information for identified occupations, such as worker characteristics, salary, and working conditions
   c. Program information, such as location and description of instruction; entry and exit requirements; cost of the program to the user, including transportation; and contact person
2. A recruitment and information dissemination system be developed, with attention given to the elimination of sex, ethnic, and age stereotyping in training programs.
3. Operators of occupational education programs identify their resources and all services and provide information about them to prospective clients.
4. Students be made aware of the advancement opportunities regarding education, employment, and so forth as well as the possibility for options relative to their occupational goal before and during their enrollment in a program.
5. School personnel and other interested persons have free and easy access to the statewide career information system and to the recruitment and information dissemination system. A toll-free telephone number and pamphlets could be used in such systems.
6. The State Department of Education be responsible for the operation of the statewide systems. However, the Employment Development Department, CETA prime sponsors, school districts, offices of county superintendents of schools, and other community agencies should share the responsibility for the development, promotion, and maintenance of the career information and the recruitment and information dissemination systems.

What is needed:

- An educational system is needed to meet the life and work needs of the handicapped. Handicapped persons must have ready access to programs and information provided in the necessary mode of communication.

It is recommended that:

1. Handicapped people be placed in the least restrictive environment for as much of the time as is feasible.
2. All training facilities meet the requirements of Public Law 93-112, Section 504, the federal Rehabilitation Act of 1973, or adjustments be made in the facilities to make them comply with the law.
3. Testing procedures to determine the capabilities and needs of students be improved.
4. The number of programs designed to meet the needs of handicapped adults be increased, and a mandate be given to conduct programs for these adults.
5. There be continual evaluation and updating of specialized materials, equipment, methods, and supplies.
6. The Unified Educational System provide for the establishment of sources and adequate supplies of specialized materials, methods, and equipment; and they be easily accessible for all programs and use by staff and students.
7. All personnel be required to have included in their professional development and continued in-service training instruction in recognizing and meeting the needs of handicapped students.

What is needed

- An educational system is needed to meet the life and work needs of limited- and non-English-speaking students by moving them toward English proficiency.

It is recommended that:

1. English as a second language be accessible to all students who speak nonstandard English.
2. The scope of the English as a second language program be enlarged to provide equal access for all students who speak nonstandard English, and these students be helped to develop the communication skills necessary to compete and succeed in the labor market.
3. Interpreters or tutors be provided when necessary for limited- and non-English-speaking students to achieve success in on-the-job training and work experience situations.

Planning--An Integral Part of the System

D. Planning is an integral part of a Unified Educational System.

What is needed:

- A Unified Educational System requires planning at all levels: state, county, district, and school.

Development of a State Educational Plan

What is needed:

- A state educational plan for the entire Unified Educational System is needed. The state educational plan should contain the basic objectives to be addressed by the Unified Educational System to meet the educational needs of the citizens of California.

Development of a District Educational Plan

What is needed:

- Each school district should develop an educational plan which specifies, in measurable terms, the outcomes expected from the educational activities and services coordinated by the district. The plan would identify the planning process, implementation, operation, and evaluation of the educational activities and services to be provided.

  The district educational plan should contain the basic objectives to be addressed by the entire school district and the commitment of the district to meet those objectives (e.g., improvement in reading ability).

  The plan should be created in accordance with state standards as an application for funding and requires input, based on needs assessment, from the district, sites, programs, and courses. Evaluation is accomplished by comparing students' actual performance or achievement with expected outcomes.

Development of Site Educational Plans

What is needed:

- Each school needs to develop an educational plan which meets the needs of all the students of the school community. Each site educational plan should include programs whereby classes, courses, and other educational activities and services can be combined to provide the best possible experiences to achieve specific outcomes. Such programs would coordinate and unify the many educational resources of the community to prepare students to reach their career goals as well as to meet the needs of industry, labor, and society.

  The plan created for a school site should be based on the site's needs assessment. The plan should be responsive to the district plan and identify the planning, implementation, operation, and evaluation of the best educational program for each student.

  The plan should specify in measurable terms the student outcomes expected from the educational activities coordinated by the site (see the diagram on page 38).

Recommendations Related to Planning

It is recommended that:

1. A state educational plan be created and reflect compliance with standards adopted by the state Legislature.[1] An annual report should be submitted to the State Board of Education to demonstrate compliance.
2. A district educational plan be developed which specifies the expected outcomes from the Unified Educational System.
3. Each district educational plan identify the planning, implementation, operation, and evaluation of the educational activities and services for each school. Each district educational plan should include assurances that each site educational plan includes, but is not limited to, each of the following:
   a. Statements of goals and objectives to be achieved by students. The statements

[1] Some recommended standards are included on pages 18–31.

should be presented in a manner which ensures that specified student outcomes can be adequately assessed.

b. Descriptions of the processes for infusing and integrating all of the educational components and the educational activities and services toward a common goal of preparing each student for life and work.

c. Descriptions of the processes whereby the collaboration and advice of industry, labor, and society were utilized in the development of the district educational plan and site educational plan.

d. Strategies for improvement and/or modification of curriculum.

e. Descriptions of provisions for ancillary services, such as counseling, guidance, and advisement, to all students. The descriptions should include the necessary modifications for students with special needs.

f. Descriptions of plans for staff development and in-service training needed to initiate and conduct programs for preparing each student for life and work.

g. Strategies for providing learning options, with emphasis on community-based study and experiences.

h. Plans for annually assessing and auditing the results of the district and site educational plans, with provisions for internal and external review of program and student outcomes.

4. The following processes be used in developing educational plans:

a. Maximum effort should be made to reduce the volume of paperwork when procedures are developed for implementing, approving, evaluating, and auditing site and district educational plans.

b. Site educational plans should be developed by planning councils which have the broadest possible representation of the community served, including membership from at least employers, teachers, administrators, nonteaching staff, students, local groups, parents, community-based organizations, local humanpower agencies, and others. The planning council should have an integral relationship to other local advisory councils, including school planning councils, and should be responsible to the local governing board.

c. Advisory committees should have a direct relationship to the planning council as well as to the group which develops the district educational plan for the occupational education component. The goal would be to provide avenues of liaison among the school district, employers, and students. An annual review of instructional courses and programs should be conducted by the advisory committee and should include consideration of follow-up data collected from those who have completed or left the program. Each advisory committee should provide for systematic public hearing input from a variety of sources, such as managers and other employees from the private and public sectors, community groups, students, and district staff, on the development and conduct of programs in the occupational education component.

Advisory committees should be a part of each local occupational education program and would share resources with other advisory committees, especially similar committees within other education-related agencies in the community.

Roles and Responsibilities of Components in the System

E. A Unified Educational System will specify the roles and responsibilities of each level and component and how they complement the system's mission.

What is needed:

- All components at all levels within the educational system must have clearly defined roles and responsibilities.

It is recommended that:

1. The responsibilities of teachers and administrators at the elementary grade levels include the development of basic learning skills; the elimination of sex, ethnic, and age stereotyping; and the development of an awareness of career opportunities. Career opportunities and relationships to life and work are to be infused throughout the curriculum.
2. The responsibilities of teachers and administrators at the middle grade levels (junior high school) include providing programs that include the exploration of careers and essential related instruction. The exploratory program should help individuals to understand career

alternatives by providing opportunities to identify and test selected areas of interest and abilities. Each student enrolled would explore several specific occupations each year. This exploration activity would be related to, and become an integral part of, the total educational process for all students and could include work experience.

3. The responsibilities of teachers and administrators at the secondary grade levels include providing more specific preparation of individuals for life and work. All students enrolled would participate in a program of instruction designed to prepare them to obtain and succeed in some form of work. Some students would utilize this instruction for immediate employment, while others might elect to use the instruction as preparation for advanced training.
4. The responsibilities of teachers and administrators in adult education include the development of occupational and supplemental basic skills. Adults are to be provided the opportunity for career awareness, exploration, and preparation, including training and retraining in any publicly funded education program whenever and wherever needs exist.
5. A Unified Educational System, focusing on the preparation of every student for life and work, use all available resources, public and private. These resources would form educational alternatives that frequently would be organized for specific or unique job preparation activities which might not be readily available at individual levels. One public educational alternative is the state's system of regional occupational centers and programs, which complement and extend local programs and services as needed. Special programs and services conducted by offices of county superintendents of schools, humanpower agencies, apprenticeship training programs, California Youth Authority, community action agencies, and vocational rehabilitation programs would be important parts of the Unified Educational System in this state. Universities, community colleges, and private schools also should prepare people for life and work.
6. Existing state laws, rules, and regulations be reviewed by the appropriate state entities. The purpose of this review would be to permit maximum flexibility for planning and educational opportunities within the Unified Educational System. This review would include responsibilities in graded and nongraded courses in community colleges; enrollment limitations in regional occupational centers and programs; age discrimination against students, including adults in classes from kindergarten through grade twelve and secondary students in adult classes; and contractual limitations between public schools and private schools.

Occupational Education in the System

F. An occupational education component is an integral part of a Unified Educational System.

What is needed:

- A Unified Educational System should prepare students for quality life and work. This preparation can best be achieved when an occupational education component is an integral part of, and fully integrated into, the entire system. This component's major responsibility is work preparation.

It is recommended that:

1. There be within the Unified Educational System an occupational education component that is an integral part of, fully integrated into, and articulated with other components of the entire system and whose primary responsibility is the career/occupational growth and development of each individual.
2. All students, regardless of ability or potential, be required to participate in work-oriented programs. No educational program, regardless of its goal, should be used as a place for "problem" students.
3. Programs be designed for individuals of all ages to prepare them for work in current and projected labor markets. *NOTE:* A program is defined as a series of planned sequences of learning experiences consisting of, but not limited to, instruction (courses), field experiences, and opportunities for participation in curriculum-related student organization activities.
4. Career/occupational programs be infused into each part of the curriculum, with instruction in career awareness, exploration, and preparation. The Unified Educational System must have the capacity for

permitting individuals to reenter all programs for retraining and upgrading.

5. A quality program in the occupational education component can best be conducted when it closely approximates the conditions found in work situations.
6. Local programs in the occupational education component have specific subject-matter assistance and technical assistance to remain relevant and up to date. The State Department of Education should give high priority to providing subject-matter and technical assistance to ensure quality programs. The current subject-matter areas within the occupational education component include, but are not limited to, agriculture, consumer and homemaking education, distributive education, health, home economics related occupations, industrial arts education, office education, and trade and industry.[2]
7. Needed program and technical assistance be provided in the use of such strategies as work experience education, competency-based instruction, community-based instruction, cooperative education, regional occupational programs, and services for students with special needs.
8. The design of program and technical assistance and services be based on an assessment and analysis of local needs as identified in district educational plans. The State Department of Education should support and provide pilot and demonstration sites, in-service training and staff development workshops, professional reading services, and other identified subject-matter and technical assistance and services for quality programs.[3] The State Department of Education should augment its capacity to deliver services to teachers by ensuring that all county and local occupational education administrators and occupational education coordinators have assigned subject-matter supervision responsibilities in cooperation with the Department.
9. The State Department of Education provide for subject-matter program management, leadership, and coordination at a level of no less than one full-time position per subject matter.
10. The State Department of Education provide management, leadership, and coordination for the development of occupational education activities, in consultation with groups of teachers, counselors, administrators, and university teacher-educators and with business, industry, and labor representatives. These activities should build on and strengthen preservice education and ensure continuous staff development and in-service education for upgrading and improving subject-matter program and technical capabilities in the schools. In-service training should also enable participants to modify programs to serve persons from economically depressed areas and disadvantaged, handicapped, or limited- and non-English-speaking students and to promote sex, age, and ethnic equity in occupational education programs.

    In-service education programs should be made available so that every professional could participate in at least two in-service activities each year. The in-service training would be conducted on a district, regional, or state level.
11. The State Department of Education provide for subject-matter consultants at a level to be recommended collectively by the professional associations germane to the subject-matter areas.

    State Department of Education consultants should make on-site visits to local programs, including visits to teachers, to provide assistance with interpreting guidelines, developing curriculum, planning on the basis of student needs, and evaluating programs, personnel, and facilities.

Establishment of Standards in the System

G. Standards for program quality, personnel development, program services, expected student outcomes, and student organizations are an integral part of all programs within a Unified Educational System.

What is needed:

- The state Legislature should adopt standards for all programs within a Unified Educational

[2] See pages 35 - 36 for descriptions of subject-matter areas.

[3] Included would be such services as BECS–Business Education Consulting Service, SHARE–Services to Home Economics Activities and Resources in Education, and BEDDS–Business Education Data Dissemination Service.

System. Those for the occupational education component should include the following, which may also apply to other components: program quality, personnel development, program services, expected student outcomes, and student organizations.

- Continued funding should depend on the degree to which the programs meet the adopted standards.

Program Quality

What is needed:

- Program quality must be measured against established standards, and resources must be made available to help persons responsible for programs to achieve these standards. Continued funding will depend on the degree to which the program meets the approved standards.
- A comprehensive set of measuring instruments to determine whether local programs are helping to prepare students for life and work should be developed.

It is recommended that:

1. The State Department of Education have the responsibility of coordinating the development of standards against which to measure the success of occupational education programs. Provisions should be made for the development of specific standards through a process which involves broad-based input from individuals knowledgeable in the subject matter.
2. The State Department of Education have a documented, auditable, analytical basis for determining levels of competency, inasmuch as such levels would constitute a possible framework for establishing standards for occupational education programs in the state. Standards would include student outcomes. Assessments are to be made of students' perceptions of their progress.
3. Facilities, equipment, and materials for all courses and programs be available in sufficient quantity to allow students to achieve the expected student outcomes. Individual class enrollments should not exceed the number of teaching stations.
4. Programs of instruction be operated in accordance with stated occupational competencies as defined in the educational plans. Learning experiences should be of sufficient duration and intensity to enable each individual to develop the minimum level of competency required to succeed in employment.
5. Programs designed for students at the elementary grade levels include instruction that can be clearly related to career awareness, consumer education, multicultural education, health education, and sex, age, and ethnic equity.
6. Private schools adopt individual program and completion standards, using state-adopted standards as a guide, whenever public school students are enrolled. Such private school standards are to be published and disseminated to students in private schools and all interested parties, including other local educational agencies.
7. There be a mandated system which provides for the supervision and evaluation of subcontracted training programs as they relate to individual placement.
8. Student interests and needs be considered before programs or services are added or deleted.

Personnel Development

What is needed:

- Standards requiring all certificated school personnel to work periodically outside the school setting and to participate in in-service programs are needed.
- School personnel are needed who are willing to provide students with life and work activities, services, and experiences by:
  1. Becoming aware of, and/or skilled in, current practices in occupations related to the teacher's major field
  2. Understanding the current positions of industry, labor, and society regarding employment attitudes, conduct, and so forth
  3. Becoming knowledgeable about changing labor laws

It is recommended that:

1. Standards be adopted for all personnel entering the field of occupational education: teacher, counselor, administrator, subject-matter consultant, teacher-educator, and program leader. Qualifications for each position should include the occupational education and occupational competency expected.
2. All courses and programs of instruction be conducted and supervised by those who meet the adopted qualifications. Work experience in a related organization should be required

for personnel in occupational education courses.

3. To maintain and strengthen professional subject-matter and technical competence, all certificated personnel be required to (a) work outside the school setting on a regular basis for a period of time; and (b) participate in a planned program of in-service education.
4. The staff development/in-service program for personnel include factors for providing experiences which ensure competency in appropriate work ethic and employment attitudes. For example, all program personnel should participate in an exchange with industry, including training regarding industry needs and business/education-day activities.
5. Employment practices, including tenure and job restrictions, be reviewed so that specialized instructors may be made easily available for programs that are related to high-demand labor markets.

Program Services

What is needed:

- Standards are needed that require an advising, counseling, and guidance system which provides necessary and appropriate services to all persons in the Unified Educational System.
- Counselors need the training and occupational experiences which will give them the skills they need to provide career and occupational guidance. Counseling and guidance must be a positive support for students, not a punitive experience. Students should receive planned career guidance and counseling at regular intervals as well as on an as-needed basis throughout the entire educational system. Teachers should be involved in the career/occupational guidance process. Occupational counseling and guidance should be provided to enable students to make informed occupational and career choices.[4]

It is recommended that:

1. Instructors, counselors, and appropriate administrators participate cooperatively in the development, implementation, and maintenance of job placement for all students and in follow-up studies to determine the effectiveness of the job placement assistance.
2. Administrators, teachers, and counselors share the guidance and job placement responsibilities and participate jointly in such activities. The value of this function should be accepted, and staffing patterns should be modified to permit teachers, counselors, and local business and industry personnel to share in these activities. Students should have ready access to individuals currently employed in their chosen occupation, which might include a list of telephone numbers of locally employed individuals willing to talk with students about their occupations, student visitations to local work stations, career days, and correspondence with employers.
3. Teachers receive, as part of their professional development and continued in-service education, instruction in methods of career/occupational guidance. At each school site a planned program should be developed wherein teachers provide to students advising and counseling services that are coordinated with the services of the school counseling program.
4. Counselors be involved with advisory committees and other community agencies and recognize appropriate avenues for referral of students seeking specialized counseling and guidance.
5. Counseling case loads be assigned on the basis of the ability of counselors to provide individualized services to meet the needs of students.
6. Counselor-preparation curriculum include career and occupational counseling skills and strategies and actual work experience in full-time paid employment in fields other than education; additional training in assisting poor, minority, and culturally different students with special needs; and counseling skills in nontraditional occupations for both sexes.
7. As a part of their professional development and continued in-service training, counselors receive instruction which ensures that they develop the skills necessary to deal effectively with the interpersonal problems of students.
8. The placement offices of the Employment Development Department be relocated in schools.

Student Outcomes

What is needed:

- The success or failure of an instructional program should be determined on the basis of the demonstrable improvement in levels of student outcomes. An educational system is needed that is based on standards and student outcomes.

[4] See *The California Five-Year State Plan for Vocational Education*, 1977, page 3-82.

It is recommended that:

1. Legislation or necessary amendments be passed to require the inclusion of occupational competency levels for students and to provide funding for the development of these competencies.
2. A Unified Educational System provide for student movement in the system on the basis of individual skills and abilities. Students should begin a program at their level of competency and advance in the program as they develop additional competencies. Students entering a program should be aware of the competencies required for completing or leaving the program.
3. Both intermediate and final expected student outcomes be adopted for each instructional program. The intermediate outcomes would serve to advance the student toward satisfying the final standards for completion. Outcome statements would ensure, to the degree possible, that a student who has met the standards will be successful at the next level of education or employment. Students unable to achieve specific outcomes should receive guidance and advisement about all available options, including reenrolling in programs, enrolling in other educational programs, and taking advantage of existing employment opportunities.
4. Local standards and criteria for student outcomes be established by specific subject-matter advisory committees or groups of subject-matter advisory committees whose membership has a broad representation of parents, students, staff, business, industry, and labor, including socioeconomic and ethnic group representation of the local community and the state.
5. Students exiting the Unified Educational System complete a program which prepares them to obtain and succeed in paid and nonpaid employment. Courses and programs should be based on the skills, knowledge, and understanding needed to enable students to have sufficient occupational competencies for employment. Courses and programs should emphasize "learning by doing" experiences.
6. Each student exiting the Unified Educational System achieve and demonstrate specific levels of competency in each of the following:
   a. English language, including reading, writing, speaking, and listening
   b. Application of basic computational skills
   c. Personal interaction skills
   d. Occupational skills necessary for initial entry into an occupation, including mastery of the specific tasks of selected occupations
   e. Independent living skills needed to succeed in the occupation of homemaker, including skills pertaining to parenthood, home management, nutrition, and consumer education
   f. Job-seeking skills, good work habits, and the adaptability needed by all people who work
   g. Understanding of appropriate work ethic and employment attitudes
   h. Understanding of the concept that work proficiency is judged on task performances and successful interpersonal relations
7. The Unified Educational System develop acceptable work attitudes and habits in students. The State Department of Education should construct measures of personal development and make lists of them available to all districts in the state.
8. Students exiting the Unified Educational System be aware of their competencies in relation to their chosen occupation and requirements for further career advancement.
9. Follow-up surveys be used to find out how students are doing in occupations for which they were trained, and the results be incorporated in the program approval process.
10. The system use assessment procedures to award credit to students and adults who have already acquired skills in a given occupation. All education should accept the transfer of credits from the accredited institutions. Each part of the system should recognize student achievement and experiences in a manner which promotes students' potential for achieving their identified career/occupational goal.
11. Several experimental transfer programs which facilitate ready transfer and advancement of individual students be developed with the California Community Colleges, state colleges and universities, regional

occupational centers/programs, and trade schools, private and public. Students who elect to continue their education should receive counseling about options, and follow-up should be conducted to evaluate their academic and personal development.

12. A new form of high school transcript and a new form of report card be developed to certify that the student has achieved competencies for life and work. Such indicators should provide a record of experience gained through extracurricular school activities, family responsibilities, volunteer services, part-time and summer employment, tutoring, and similar activities.

Student Organizations

The value of curriculum-related student organizations is recognized, especially in contributing to the development of positive work attitudes and interpersonal relationships, technical competencies, and leadership skills.

What is needed:

- Every student should have an opportunity to participate in an appropriate curriculum-related student organization. These organizations should be well organized, state supported and coordinated, and easily accessible. Their purpose would be to help prepare individuals for life and work.

It is recommended that:

1. All students have the opportunity to participate in appropriate curriculum-related student organizations of their own choice and that the organizations be supervised by qualified personnel.
2. Curriculum-related student organizations offer the opportunity to tie the school to home and work and provide for practical application of school curriculum through interaction of peers, teachers, and members of the local community.
3. The activities of those student organizations which are related to the school curriculum be encouraged and considered to be directly related to the instructional program. School districts should annually "plan programs and activities which utilize the resources of fairs and youth leadership activities as an integral part of the vocational instructional program and career decision making."[5] Each teacher is to be involved in the supervision and advisement of curriculum-related student organization activities, and providing the time and resources to accomplish this supervision and advisement is to be part of each teacher's employment responsibilities.
4. Both fiscal and human support be provided at local, regional, and state levels to assist in the development, maintenance, and improvement of curriculum-related student organization activities.
5. The State Department of Education provide for curriculum-related student organization coordination and assistance at a level of no less than one full-time position per subject-matter area.

[5]Education Code Section 51005.

Work Experience in the System

H. Educational work experience is integrated through all levels of a Unified Educational System.

What is needed:

- Students should participate in real-life work situations as early as possible in their school lives.
- A major effort is needed to increase opportunities for students to participate in educational work experience.

It is recommended that:

1. All students spend some definite amount of time (perhaps 10 percent) exploring a variety of educational work experiences. These are to be true educational work experiences, not just a source of income from part-time jobs. The length and nature of such experiences are to be determined by the rate of the learner's personal development. In the typical pattern the level of responsibility assigned to the student and the amount of time spent in educational work experience would gradually increase as the learner achieved specified levels of competency.

   These field experiences could be arranged in blocks of time for ease of administration. For example, a district could develop alternatives to the academic year cycle to spread out job opportunities and vacation periods. On a year-round schedule,

a school could reserve its "fifth quarter" (the period of time a student is not regularly enrolled) for supervised community experiences. Certain changes in the Education Code would be required to facilitate the conduct of this activity. The nature of these experiences would encompass a broad range of activities from simple field trips and career explorations to actual work experiences in which the learner would assume genuine responsibility and acquire knowledge, skills, and attitudes preparatory to further education or full-time participation in the work force.

2. Financial and nonfinancial incentives be provided, including, for example, reimbursement for time contributed to program planning and development, removal of administrative barriers, and the creation of new risk-sharing forms of student insurance.
3. The State Department of Education study the legal restrictions that may serve as obstacles to an expanded effort to involve students in educational work experience, such as child labor laws, insurance policies, labor union policies, and work permit procedures that need modification to allow younger students access to work areas. Such information should be disseminated to local educational agencies.
4. For everyone participating in on-the-job programs and/or work experience situations, there be individual evaluation plans which include defined levels of competencies for evaluating student progress and awarding school credit. The educational work experience would serve as a basis for classroom discussion in all educational components.
5. Students be able to gain some of their educational credits outside the school setting and not be restricted to working with certificated employees only. This experience could be a continuation of a student's work experience or supervised occupational experience program. Teachers should be actively involved in the supervision of these experiences to enhance the integration of the school curriculum and work experience. Providing additional time and resources to accomplish this supervision should be part of each teacher's employment responsibilities.
6. Some form of educational work experience, including exploration, be introduced in the elementary and middle grade levels. Such educational work experience could be provided at school, in the home, or in the community.
7. Incentives be provided for teachers and administrators at the elementary and middle grade levels to participate in such programs. For example, resources must be made available for release time, travel, workshops, materials, and participation of the community.
8. The State Department of Education encourage districts to participate in programs such as the Experience-Based Career Education program developed by the National Institute of Education (NIE).
9. There be created school-operated enterprises to perform needed community services and that the students themselves perform the full range of administrative duties involved in operating the enterprises. Each student would perform the entire range of tasks within the business. The participants would be studied over time to determine the extent of their personal and career development compared with that of students who did not participate.
10. Work experience be opened up at every level within most organizations that offer employment. Restricting students to only the lowest entry-level activities gives them a distorted image of those organizations. A vertical sampling of assignments prior to regular employment would familiarize students with the feel of more important roles in various organizations and lead to more realistic long-term career planning.
11. Educational work experiences which are a part of, and related to, the school curriculum be provided through the home, private enterprise, the community, and the school. The effectiveness of the work experience would depend on the administration of the educational program. The educational experience should be commenced on a small scale, be an integral part of the educational program, be required of all pupils, and involve carefully planned programs with community involvement.
12. The State Department of Education, in conjunction with the Employment Development Department, collect survey data

about the nature of work for teenagers and what role youth-type jobs play in occupational maturation. These data would be useful in determining how different types of part-time jobs affect developmental outcomes, such as interpersonal relations, occupational attitudes, and school performance. Such information could also help policymakers decide whether informal part-time work was as effective as school-sponsored educational work experience.

13. The ratio of student employees to adult employees in educational work experience activities be small enough to ensure for students access to an adequate supply of mature role models.
14. Coordinators of educational work experience monitor programs to prevent student exploitation. If instances of student exploitation are observed, the participation of the exploiting organizations should be discontinued.

Responsiveness of the System

I. A Unified Educational System is responsive to society, industry, and the economy.

What is needed:

- There should be greater responsiveness to changes in the labor market when programs are added to or deleted from the system.
- Greater participation in education by people outside the educational system is needed.

It is recommended that:

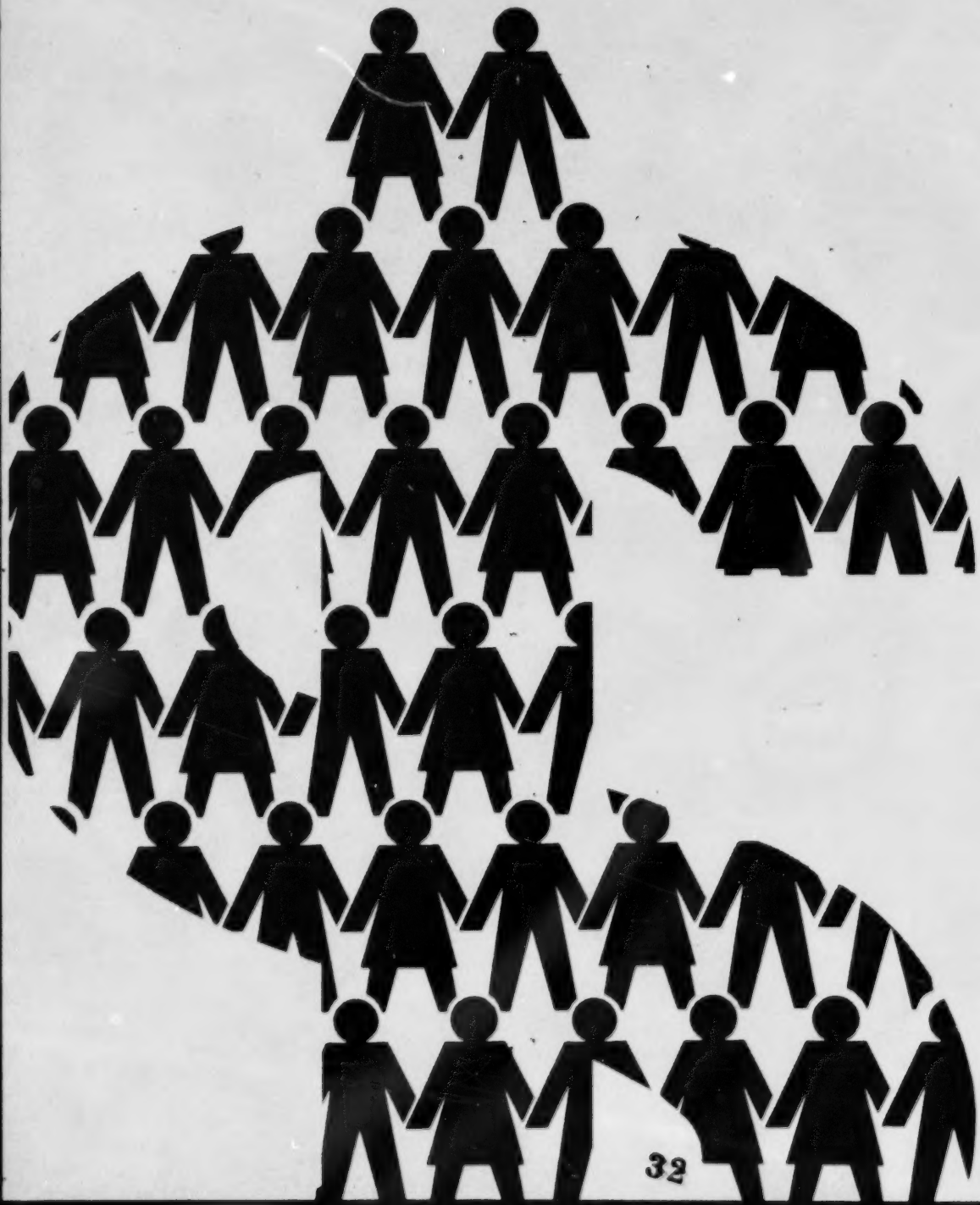
1. An information system be developed that provides data by major occupational areas and labor market regions, including both current and projected demands. This system would provide users with current, accurate data about quality life and work.

   Programs should be modified in response to economic goals and labor market needs. The State Department of Education is responsible for working with the Employment Development Department to provide periodic assessment of the total number of jobs in California that require occupational training. Such a survey excludes peripheral labor market jobs whose entry-level skill requirements are readily acquired on the job. The information is to be readily available to every local agency in the state.
2. Current labor market data and occupational projections be used to modify curriculum materials for the entire Unified Educational System. All publishers should have access to these data and should use them in their new editions of textbooks and instructional materials.
3. Two TV programs, one in northern California and one in southern California, be established with funds from a broadly representative group of sponsors, including sponsors from the public and private sectors. The programs should present the content of careers and jobs through sketches and interviews and provide job announcements, employer-sponsored advertisements for young workers, and information on educational opportunities and training opportunities.
4. Personnel exchanges between industry, government, and education be established in areas of greatest labor demand, with every school in the state having a number of faculty involved.
5. Incentives be provided for labor, industry, and business to work collaboratively with the Unified Educational System. One incentive for such activity could be a greater policy role in educational programs. For example, this could be accomplished if industry, labor, and business were allowed to contribute to a fund which would be set aside for the development of occupational education programs; they would have sign-off authority for the fund through a statewide advisory group to be appointed for this purpose. Members of such an advisory group would adopt policies so that they could carefully monitor the operation of the fund and would meet frequently enough (at least six times a year) to take charge of the spending program. Another example would be special tax incentives granted to encourage industry, business, and labor to take a more active role in educational programs. Such incentives would strengthen their involvement and expand existing efforts of these groups.

   A further incentive would be the schools' potential for providing valuable training programs for business, industry, and labor. At the present time some school districts have substantial contracts with these sectors to train specific employees.

6. Several communities throughout the state develop models for the establishment of job placement services for youths. When these models have been thoroughly tested and are providing reliable assistance to people, they should be thoroughly documented with complete descriptions of clientele and all procedures necessary for replicating the models elsewhere.

A CENTRALIZED FUNDING SYSTEM



A CENTRALIZED FUNDING SYSTEM

Quality education is provided when it is adequately funded from a centralized funding system.

Part of the Superintendent of Public Instruction's charge to the commissioners was that they examine the "strategies and resources, both fiscal and human, needed to support quality vocational education programs at the local level." The commissioners agreed there should be a Unified Educational System with an occupational educational component. This Unified Educational System would require each local educational agency to submit an annual district educational plan. The plans would be based on standards and funding and would be predicated on those standards being met.

State Assumption of Funding

A. The state should provide the total funding of the Unified Educational System.

What is needed:

- All educational funds should be consolidated. Local educational agencies should have greater control in deciding whether funds are best used on a local or regional basis to implement their educational plans. Program priorities should be established.

It is recommended that:

1. Educational funding be consolidated to support district educational plans. *NOTE:* Participants who gave testimony at the draft report reaction hearings and in correspondence expressed concern that consolidated funding could threaten programs now supported by categorical funding. This concern is reasonable, and it is the intention of the Commission that the shift from categorical funding to consolidated funding occur *only after* it has been assured that *all* students as well as out-of-school youth and adults are included in the district educational plan and that coordination efforts with community groups and private schools have been accomplished.
2. An annual assessment and a review of operating programs be conducted to determine their effectiveness and that priorities be revised accordingly.
3. When program objectives are not met, a local educational agency have available the assistance of state consultants to find optional strategies to accomplish the objectives so long as the student needs remain unmet.
4. A state plan for education be developed to reflect the educational needs of Californians and the recommendations made by this Commission.[1]
5. Any federal funds allocated to local educational agencies be integrated with, but not replace, state and local funding.

Added Costs for Quality Education

B. Funding recognizes the added costs for quality education (such as the costs for occupational education, special education, and reading for LES/NES students) as prescribed in the district educational plan.

What is needed:

- Funding must be provided that reflects the added costs to implement the district, site, and state educational plans.

It is recommended that:

Consolidated funding which allows for the added costs to implement district, site, and state educational plans be provided.

[1] See page 16 of this report.

Allocations on the Basis of Standards

C. Funding is to be allocated on a district and/or regional basis in compliance with the state-adopted standards as addressed in the district educational plan.

What is needed:

- A consolidation of funds is needed to support the state costs for providing a phase-in schedule for implementing the district educational plan.

It is recommended that:

1. Funds be provided for the development of a state educational plan that will reflect the educational needs of Californians and the recommendations of this Commission.
2. During the initial year of the new funding plan, each local educational agency receive at least the same level of revenue that it received in the previous fiscal year.
3. The state develop a funding schedule and guidelines for phasing in a statewide procedure for local planning. The following is the Commission's recommendation for the phase-in process.

   The basic model suggested[2] for school finance is divided into three major types of funding, which are spread over the entire system of public education, kindergarten through adult:

   a. Funds which are tied to programs authorized/mandated by federal or state statutes and which are granted in their entirety when certain standards are met; e.g., school improvement programs, special education programs, and programs for limited- and non-English-speaking students.
   b. Consolidated funds from state and local tax efforts which are (1) directed to three categories–basic skills education, occupational education, and cultural enrichment; (2) granted at a minimum level of funding when minimum standards are met; and (3) granted at a level of funding on a sliding scale when district-adopted student outcomes which exceed the state-adopted standards are met.
   c. Consolidated funds from state and local tax efforts which are to be used at the discretion of the local educational agency (LEA) when educational standards in accordance with a state educational agency plan are met. These funds may be used to enrich any of the three categories cited in (b)(1) above but *only* after it is obvious that all basic requirements in each category will be met.

      During the first year, categorical funding for each category would be at an appropriate percentage to provide assurance that each existing program will continue to operate and be funded at a level comparable to the level of prior years. Each year thereafter for a period of five years, categorical funding will be adjusted to reflect the development of student outcomes, site and district educational plans, and the implementation thereof.

[2]See the funding illustration on page 40.

Decision Making Based on Needs

D. Local decision making is based on a local needs assessment, as defined in the site educational plan, which describes what, where, and how programs will be provided.

What is needed:

- Funding should be contingent on a local planning process that involves staff, students, community members, labor, and industry. The site and district educational plans must integrate state standards to qualify for state funds and must be approved by the school district governing board. Implementation of the district educational plan will be accomplished by consolidating current resources and additional state funds.

It is recommended that:

All state and local funds available for education be consolidated and used to fund district educational plans that meet state standards.

Basis for Funding Programs

E. Funding is to be directly related to local educational program costs and is to be made available to the local educational agency, contingent on program approval and achievement of program standards.

What is needed:

- District and site educational plans should be based on the degree to which standards have been achieved; achievement of standards should be determined through internal and external audits.

It is recommended that:

1. Funding for each educational agency be contingent on approval of the district educational plan by the proposed California Education Council.
2. The basis of all funding be the accomplishment of expected student outcomes and compliance with standards. Monies are to be allocated and distributed for *added costs* for implementation of district and site educational plans.

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Appendix A

DESCRIPTIONS OF SUBJECT-MATTER AREAS

Current subject-matter areas within the occupational education component include, but are not limited to, the following:

Agriculture. Agricultural education is composed of a group of related instructional programs organized for conducting learning experiences designed for initial preparation or for upgrading in occupations requiring agricultural knowledge and skills. These instructional programs normally are based on group instruction in class, laboratory, shop, or field; individual and group participation in student organization (Future Farmers of America and California Young Farmers Association) activities; and individual participation in supervised occupational experience. (From *Standard Terminology for Curriculum and Instruction in Local and State School Systems,* Washington: U.S. Office of Education, Department of Health, Education, and Welfare, 1970.)

Consumer and homemaking education. Consumer and homemaking education is an instructional program designed to prepare individuals for the occupation of homemaking and to meet the challenges of daily living. The program encompasses consumer education, food and nutrition, family relationships and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles. (From *The California Five-Year State Plan for Vocational Education.* Sacramento: California State Department of Education, 1977.)

Distributive education. Distributive education includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research, and management.

Distributive education is composed of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations.

Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications. (From *Standard Terminology for Curriculum and Instruction in Local and State School Systems;* and *Vocational Education and Occupations.* Washington: U.S. Office of Education, Department of Health, Education, and Welfare, 1970.)

Health. Health occupations education includes didactic and clinical instruction for ancillary health personnel in more than 30 occupations in four clusters, including (1) dental assistant occupations; (2) hospital health services occupations (allied health); (3) medical assistant occupations; and (4) nursing occupations.

Courses are planned to meet requirements for licensure as set forth by health occupations licensing boards and are offered to meet the community needs for ancillary health personnel.

Home economics related occupations. Home economics related occupations is an instructional program designed to prepare individuals to enter recognized occupations related to the subject-matter areas of home economics. The areas of preparation include care and guidance of children; clothing management, production, and services; food management; home furnishings, equipment, and services; and institutional and home management and supporting services. (From *The California Five-Year State Plan for Vocational Education.)*

Industrial arts education. Industrial arts education includes programs which (1) pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting with, designing, constructing, evaluating, and using tools, machines, materials, and processes; (2) assist individuals in making informed and meaningful occupational choices; or (3) prepare individuals for entry into advanced trade and industrial or technical education programs. (From the *Federal Register,* Monday, October 3, 1977, page 53847.)

Office occupations. Office occupations include various combinations of subject matter and learning experiences related to the performance of activities in the facilitation function of the office. "Facilitation function" in this context refers to the expediting role played by office occupations as the link between the production and distribution activities of an organization. Included are a variety of activities, such as recording and retrieval of

data, supervision and coordination of office activities, internal and external communication, and the reporting of information. Office occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communication. (From *Standard Terminology for Curriculum and Instruction in Local and State School Systems* and *Vocational Education and Occupations.*)

Trade and industry. Trade and industry education is instruction designed to develop basic manipulative skills, safety practices, judgment, technical knowledge, and related occupational information for the purpose of fitting persons for initial employment in industrial occupations or upgrading and retraining workers employed in industry. (From *Vocational-Technical Terminology.* Washington: American Vocational Association, 1971.)

Appendix B

GLOSSARY

Added costs. Added costs are the expenses beyond normal classroom expenditures for the purpose of achieving quantitatively different student outcomes specified in the site educational plan and district educational plan.

Components. Components are essential parts of the whole. A Unified Educational System has various essential components, one of which is occupational education.

Consolidated funds. Consolidated funds include all monies that come to the school district from all sources and that will be used to carry on the educational program for all students as described in the district educational plan.

District educational plan. A district educational plan outlines basic objectives to be addressed by the entire school district and the commitment of the district to meeting those objectives (e.g., improvement in reading ability). This plan is created in accordance with state standards as an application for funding and requires input, based on needs assessment, from the district, sites, programs, and courses. Evaluation is accomplished by comparing actual student performance/achievement with expected student outcomes.

Education. Education is the total of all the intentional processes by means of which people develop abilities, attitudes, and other forms of behavior that assist them in functioning in the society in which they live.

Educational work experience program. An educational work experience program is a program in which students participate in real-life work situations.

Individual program plan. An individual program plan is a design, based on needs assessment, of programs, courses, and expected student outcomes and which gives each student the opportunity to meet the district and site objectives. Student success is measured by comparing actual student performance/achievement with expected student outcomes. This student success serves as the criteria for all funding (see the diagram on page 38).

Planning council. A planning council is a selected group of representatives at each school site whose primary function is to develop a site educational plan.

Program. A program is a series of planned sequences of learning experiences consisting of, but not limited to, instruction (courses), field experiences, and opportunities for participation in curriculum-related student organization activities.

Site educational plan. A site educational plan is created for a school site and is based on a needs assessment. The plan is responsive to the district educational plan and identifies the planning, implementation, operation, and evaluation of the best educational program for each student. The plan specifies in measurable terms the student outcomes expected from the educational activities coordinated by the site (see the diagram on page 38).

Standards. Standards are the criteria used to guide the planning and operation of an educational program as well as the criteria used to determine the effectiveness of that program in such areas as personnel development, program services, expected student outcomes, and student organizations.

State educational plan. A state educational plan contains the basic objectives to be addressed by the Unified Educational System to meet the educational needs of the citizens of California.

Student outcomes. Student outcomes are criteria by which learning can be demonstrated.

Training. Training is defined as the special kind of teaching and instruction in which goals are clearly determined, are usually readily demonstrable, and call for a degree of mastery which requires student practice and teacher guidance and appraisal of the student's improved performance capabilities. (From *Dictionary of Education.* New York: McGraw-Hill Book Company, 1973.)

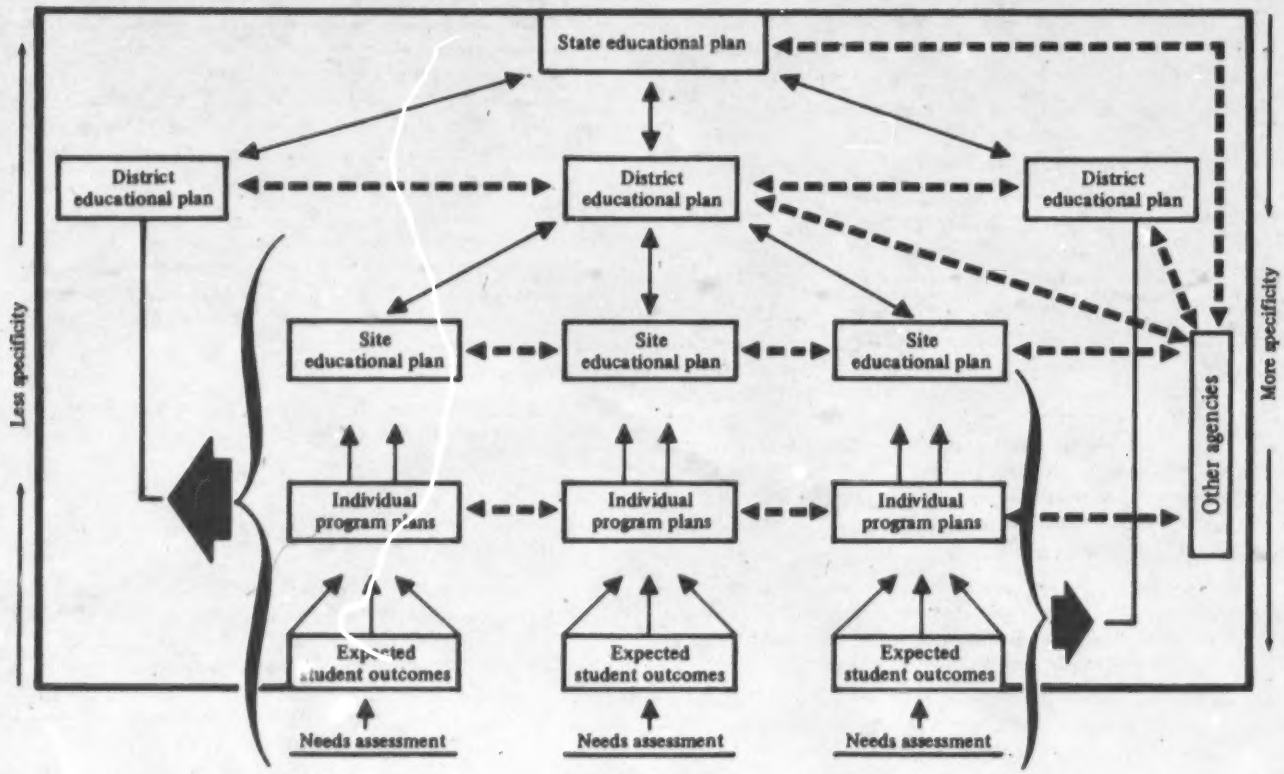
Unified educational system. A Unified Educational System is a system in which all components are clearly aware of the central mission and fulfill that mission through a systematically interrelated network of communication, coordination, and active cooperation between every educational system, both public and private.

Unit. A unit is part of a component. A component is made up of units. For example, at the elementary grade levels, units may be reading, citizenship, math, career exploration, and the like; at the secondary grade levels, units may be science, music, social studies, office occupations, and so forth.

Work. Work is defined as that which people do in life to produce social and/or personal and/or economic benefits for themselves and others.

Appendix C

PLANNING MODEL



KEY

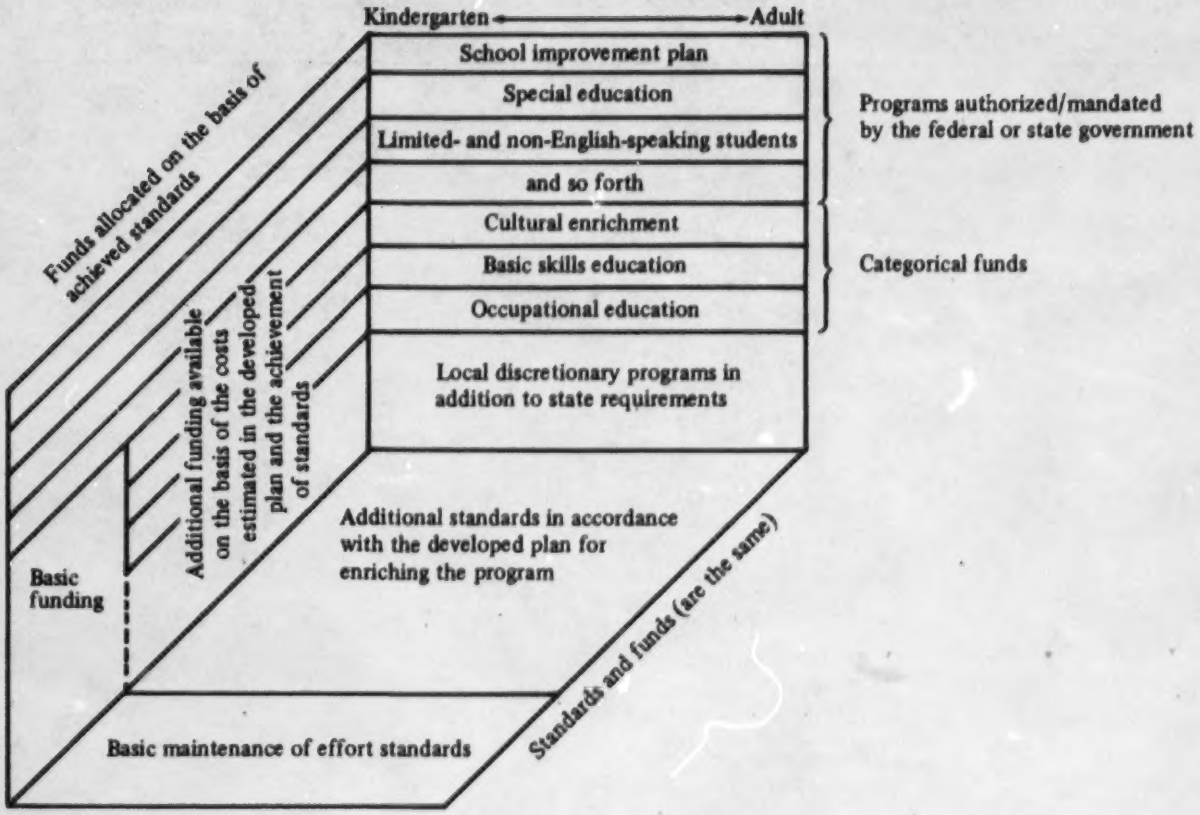
Articulation: ▬ ▬ ▬

KEY (Continued)

District educational plan:	A district educational plan outlines basic objectives to be addressed by the entire school district and the commitment of the district to meeting those objectives (e.g., improvement in reading ability). This plan is created in accordance with state standards as an application for funding and requires input, based on needs assessment, from the district, sites, programs, and courses. Evaluation is accomplished by comparing actual student performance/achievement with expected student outcomes.
State educational plan:	A state educational plan outlines basic objectives to be addressed by the Unified Educational System to meet the educational needs of the citizens of California.

Appendix D

FUNDING MODEL


Kindergarten
Adult
School improvement plan
Special education
Limited- and non-English-speaking students
and so forth
Cultural enrichment
Basic skills education
Occupational education
Local discretionary programs in addition to state requirements
Programs authorized/mandated by the federal or state government
Categorical funds
Funds allocated on the basis of achieved standards
Additional funding available on the basis of the costs estimated in the developed plan and the achievement of standards
Additional standards in accordance with the developed plan for enriching the program
Basic funding
Basic maintenance of effort standards
Standards and funds (are the same)

Appendix E

INVITED PRESENTATIONS TO THE COMMISSION

The following people were invited to make presentations before the Commission on Vocational Education. The presenters are listed in order of appearance at each meeting.

ANAHEIM–SEPTEMBER 21-22, 1978

Xavier Del Buono
Associate Superintendent for Adult and Community Education Programs
California State Department of Education
Sacramento

FRESNO–NOVEMBER 16-17, 1978

Gordon Duffy, Assemblyman
Thirty-Second District

LOS ANGELES–MAY 31-JUNE 1, 1978

Anita Mitchell
Private Consultant
Los Angeles

Anthony H. Pascal
Director of Human Resource Studies
Rand Corporation
Santa Monica

Roy Weaver
School of Education
Curriculum and Instruction Unit
University of Southern California
Los Angeles

Oscar L. Gallego, Principal
East Los Angeles Occupational Center
Los Angeles Unified School District

George Winder, Administrative Coordinator
Occupational Centers and Programs
Los Angeles Unified School District

Joe Tijerina, Assistant Administrative Coordinator
Regional Occupational Centers and Programs
Los Angeles Unified School District

Everett McDonough, Jr., Vice-President
Security Pacific Bank
Los Angeles

OAKLAND–OCTOBER 19–21, 1978

Girard Collet
Cafe Chanteclair
Marin ROP
Corte Madera

Vanetta Brownne
Cafe Chanteclair
Marin ROP
Corte Madera

SACRAMENTO/YUBA CITY–APRIL 25-26, 1978

Dave Davini, Director
Tri-County Occupational Program
Yuba City

SACRAMENTO–AUGUST 17-18, 1978

Paul A. Tichinin
Center for Career Studies
California State University, Long Beach

Ross Dobberteen
Tenco, Inc.
Sacramento

Tony Lucich
Tenco, inc.
Sacramento

SAN DIEGO–JUNE 21-22, 1978

Doug Patino, Immediate Past President
California Advisory Council on Vocational Education
Sacramento

Tom Bogetich, Executive Director
California Advisory Council on Vocational Education
Sacramento

Walter A. Smyk
Hill/Smyk Associates
San Diego

Jack Croft, Manager
Equal Opportunity and Education Program
General Dynamics Convair
San Diego

Betty Womack, Coordinator
Vocational Education
Office of the San Diego County Superintendent of Schools

Glenn English
Glenn English Agency
San Diego

Bob Lo Presto
Director of Employment
Levi Strauss and Company
San Francisco

Bill Williams
Director of Apprenticeship; and Business Representative
San Diego County District Council of Carpenters

SAN FRANCISCO–DECEMBER 7, 1978

David Grover
California Postsecondary Education Commission
Sacramento

SAN JOSE–JULY 20-21, 1978

Roderick Clendenen, Assistant Superintendent
Regional Programs
San Jose Unified School District

Cecile Caswell, Assistant Director
Vocational Education
Office of the Santa Clara County Superintendent of Schools
San Jose

Henry Levin
School of Education
Stanford University

John VanZant, Director
California Occupational Information Systems
Office of the Ventura County Superintendent of Schools

Rex Fortune, Associate Superintendent for Secondary Education Programs
California State Department of Education
Sacramento

OTHER PRESENTATIONS TO THE COMMISSION

The following people also made presentations to the Commission on Vocational Education.

ANAHEIM–NOVEMBER 2, 1978

Linda Bosman
Grace Day
Susie Dunaway
Jean Echols
Sandra French
Lucy Haynes
Sharon Kamper
Pat McEnearney
Elaine Paul
Mary Jo Poindexter
Leslie Smith
Ruby Trow
Iris Westerdahl

AUBURN–SEPTEMBER 6, 1978

Raymond J. Bell
James Ditty
Terry J. Doan
Harold Gein
Julie Griffin
Mary Ann Inovic
Lee Murdock
Mary Lou Naylor
Audrey Rogers
Kenneth Sahl
Linda Selby
Kathy Stollery
Gary J. Streit
Lee Van de Grift
Joanne Weaver
Albert C. Wells, Jr.

BAKERSFIELD–OCTOBER 5, 1978

Fred Alexis
Cecil Briscoe
Arnold Burr
Tom Folsom
Ron Fontaine
Sarah Foster
James E. Gentry
William Kelly
Charles Nott
Art Parham
Shirley Rice
Ross Spitzer
William Todd
Lois Whisler

BERKELEY–OCTOBER 17, 1978

Helga K. Abramson
Joel Y. Bryan
Pat Campbell
Karen Guthrie
James F. McNeill
Robert K. Meier
Robert A. Rajander
Jean Ross
Pat Rotelli
Fred Sherwyn

BERKELEY–OCTOBER 25, 1978

Nancy Bratt
Olga Bier
Sue Chelini
Peggy Elliott
Mimi Fruehan
Donna Gomez
Virginia Hall
Hazel Johnson
Tina Kreitz
Patricia Larkin
Eleanora Lister
Joan MacKellar
Virginia Maloney
Ruth Meeks
Ansar El Muhammad
Joyce Muhammad
Jean Ross
Patricia Smith

BISHOP–OCTOBER 11, 1978

Melvin Bernasconi

BURBANK–SEPTEMBER 25, 1978

Bruce Akers
Lyle M. Arns
Lloyd Daughenbaugh
Harold C. Jordan
Dennis L. Pugh
Molly Tate
Florence B. Trempe

BURLINGAME–OCTOBER 24, 1978

Mary S. Auvil
Ed Butler
Jayne Chick
Mary Conway
Susan Duddy
Rachel Fabela
Ann Fieldhouse
Pauline Gist
Joan Jacobs
Karen Lopez
Pat Nesbitt
Mary E. Ostrander
Emma Price
Bonnie Waterer

BURLINGAME–NOVEMBER 4, 1978

Don Busche
Tony Gutierrez
David Kane
Sherian Lyles
Robert Maez
Kay McGrath
Jim McNeill
Gilbert McMillan
Lucille Mitchell
Charles Philips
Sheila Robison
Richard Rogers
Andrea Rudnitsky
Cynthia Shelton
Barbara Sullivan
Jane Thompson
Judith Williams
Dick Wright

CHICO–OCTOBER 3, 1978

Walter Beeler
Milt Boyer
George Lindner
E. M. Mannion
William J. McNelley
Mary Lou Naylor
Harlan Palmer
Janet Prentice
Doug Sale

CONCORD–SEPTEMBER 14, 1978

Les Agnello
Philip O. Brubaker
Duane Davis
Ray W. Dias
Joan Douglas
Terry D. Downey
Gerry Dunbar
Nell Folkman
Ian Hamilton
Marian Heinrich
Ralph Johnson
W. R. Jongeward
Dorothy Kelly
Larraine D. Lyon
John R. Morrell
Roger O'Connor
John J. O'Donnell
Lance F. Reuther
James D. Roney
Kenneth Ross
Paul G. Sciranka
John R. Scott
Adrien E. Smith
Jim Snowden
Bev Sperry
Rita Spies
Jim Stubblefield
Tom Tyler
Gary Walters
Doris M. Webb
Rosalind Wofsy

COVINA–SEPTEMBER 27, 1978

Jean F. Estes
Maurice Flora
Thomas J. Johnson
Jack D. Martin
Raul Rosales
Herm Williams
Walter A. Witt

DOWNEY–OCTOBER 4, 1978

O. S. Anderson
Jess Arnold
James H. Dible
Chelle Friedman
Harry C. Holmberg
W. Earl Hoover
Barbara Hutcheson
Don L. Jones
Weldon J. Jules
Richard Lano
Bill La Porte
Morris Lechtick
Eleanor Roberts Neitz
Charles R. Ochsner
Michael Santavengre
Bob Soctys
David Taxis
Daniel Towler
Rudy Vandenburgh
John Ed Waller
Shirley Zanger

EL CENTRO–OCTOBER 16, 1978

Erika Berryman
Billy Anthony Betschart
Bernard Bora
Flynn Fuller
Larry A. Gilbert
Carol Haworth
Cliff Hurley
Mari Hurley
Carol Hyman
Miyoshi Ikeda
Joerome E. Kenney
Kermit Kliewer
Mary Ann Kline
Ray Lowe
Wendy Maloof
Ed McGrew
Laverne Michael
Berta Pinuelas
Colleen Schwartz
Bill Sechrist
Eldon E. Stratton
Susan Tebb

EUREKA–OCTOBER 4, 1978

Joann Andreatta
Ermanno Arizzi
Ed Bell
Leon Berliner
Jack Buehler
Pam Cahill
Dawn Camp
Jeanne Crew
Joe Felardo
Richard Friberg
Ernest Giacomini
Glen Good
Richard Hackett
Mary Ann Henderson
John Japport
Kenneth Johnson
Dean Koethke
Mary Jane Krebs
Bob Laffranchi
Don MacLean
Graig McKnight
Jason McLoney
Michael McManus
Robert Meeks
Mary Moore
John Mozzino
Scott Newman

Ted. R. Niles
Michael Palmrose
Gabrielle Parkinson
A. J. Regli
Camille Regli
Geneva Rooney
Bill Ryan
Carl Snyder
Ken Stodder
Tim Turk
Genevieve Watson
Roland Wentzel
Allan Whitehead

FRESNO–OCTOBER 17, 1978

Ed Anderson
Glen H. Blomgren
Cheryl Boney
Jim Brinkman
Lloyd Dowler
Larry Dutto
Alice Encinas
Pam Farmer
Gary E. Grannis
George Heaton
Gail Hamamoto
Nancy Hamilton
Mackie J. Jeffus
Gordon F. Johnson
Pete Kerwin
Gerald H. Kilbert
Sherian H. Lyles
Bill McCabe
Rusty McKay
Mel Muela
Janet Moss
Larry R. Mulleu
Tomoe Nimori
Bill Ritchey
Delores Robinson
Bill Rohr
Terry P. Rubino
Merry Saleki
Dwayne Schramm
Bill Schulz
David Smoljan
R. Jack Stinson
Stratton L. Tarvin
Nancy Vanderpool
Paul Vanderpool
John Wagenhall

FRESNO–OCTOBER 26, 1978

Cheryl Boney
Bernice Cruz
Susan Davis
Noreen Griffee
Sharon Hunsicker
Diane Lane
Lillian Lee
Nicole Motte
Marilyn Pereira
Bonnie Pius
Mary C. Powell
Shirley Rice
Mary Richmond
Maxine Rodkin
Al Spierling
Linda Tsutsui
Maurine Vander Griend

FULLERTON–SEPTEMBER 20, 1978

John E. Dewey
James Griffis
Jack D. Holm
Jerry Miltenberger
Les Stahler

HAYWARD–OCTOBER 18, 1978

Sonya Boscore
Portia Elaine Charles
Tina Crowell
Beverly Davis
Bill Fortman
Kathie Gossett
Marion A. Harding
Linda Heath
Art Hernandez
Robert Kreitz
Michael Large
Ronald Lopes
James F. McNeill
Kathleen Musgrove
Sandra E. Ponce
Warren D. Reed
Barbara Reeder
Robert Rice
Lee Anne Ross
George H. Schwalm
James Sharpe
Joseph P. Smith
Judy Stan
John Stevens
Shirley VanSickle
Thomas D. Wagner
Peter A. Wright

INGLEWOOD–NOVEMBER 1, 1978

Rosemary Cereghino
Susan Cronenwett
Myrtle Dalbec
Joan Fabregue
Priscilla Goldsmith
Berthann Heath
Ella Mae Holmes
Caryl Horvath
Toni Lapolla
Mary Ann Long
Gladys Mondy
Louise Sutton
Barbara Wells
Ethel Wyllie
Lorelle Young
Betty Zaby

LAKE TAHOE–OCTOBER 14, 1978

C. Winston Borgen
Walter R. Cruz
Ned Davis
Ruth Davis
Jean Ellingsen
Lucille Goodlive
Reece Harris
Mas Hinaga
Robert E. Hunt
Carla Kane
Luis Mulvihill
James L. Rucker
Robert M. Rush
Martha Schifferli
Jaclyn Sklaren
June E. Sloan
Nick Stratigopoulos
Milan Wight

LONG BEACH–SEPTEMBER 19, 1978

Donald Averill
Jack Bosna
Alexa Knight
Kathleen Mahoney
Alan Sohmerot
Norm Stanger
Bart Welsh

LOS ANGELES–OCTOBER 3, 1978

Wayne Carlson
Frank W. Castine
Jim Crandall
Pete De Franco
Lynne Friedman
William Gray
Gayle Jasso
George H. Johnson
Lionel H. Joubert
Jack LaGuardia
George Lindrum
Gene McFarland
Robert Medina
Milt Meisner
Sharon Massengale
Trusse Norris
Delbert L. Peckumn
Jack Perry
Irene E. Portillo
Don Reynolds

Bennie A. Ross
Don Roth
Robert W. Rupert
Bernardo Sandoval
Joe Tijerina
Leora Wickham

MODESTO–OCTOBER 10, 1978

Douglas C. Adams
Gabriele Adkins
Forrest Atkins
Donald R. Barry
Dave Blickenstaff
Gaylord Boyer
Dorothy Lee Brown
Bert C. Corona
Nellie Croxen
Brower A. Dimond
Evelyn Eagleton
Kathryn Finke
Kellie Fugler
Gilbert Grover
John L. Hertle
Norman Kline
Gloria Lopez
George Lundstrom
Nancy Mason
Cindy McRorie
Robert Millbrook
Ann Miller
Bill Morris
Robin Newberry
Willard Ripley
Jack Rudd
Gary Simonson
Norvin Spence
John Thurman
Brad Turner
Don Ueckert
Pat Valk
Marianne Villalobos
Ellsworth Wolfe

NOVATO–OCTOBER 5, 1978

Eugene Abbott
Joseph E. Berruezo
William A. Brilliant
Dennis Brown
Dorothy C. Brown
Betty Burke
Sue Chelini
Barry Conner
Nora Lee Cornett
Barsha Elzey
Alexandra A. Gautraud
Donna Gomez
Suzanne Hennen
Alan Hopkins
Audrey Hulburd
Lynda Hyland-Johnson
Barry Keene
Ed Kraft
Paul C. Mobley
Ken F. Oldham
Mary Poole
Andrew James Ring III
Randy Samson
Jon Slezak
Ken Stefan
Stuart Strong
W. J. Thompson
Paul J. Wata
Florence Wilson

REDDING–SEPTEMBER 28, 1978

Bruce Anderson
Bruce Barron
Lucille Bourgeois
Mary Lou Carr
Elinor Hagstrom
Richard Keller
Marjorie Love
William Loveridge
John Olsen
Susan Osborne
Russell L. Todd

REDWOOD CITY–SEPTEMBER 28, 1978

Lee Baxter
Elaine Farmer
Curtis Larson
Jerldine Leri
Norma Schilling McPike
Pat Nesbitt
Ellyn Pozzi
Maureen Schramm
Richard K. Storm

RIVERSIDE–SEPTEMBER 20, 1978

Vivian D. Bender
Connie Bergholz
Karen Brown
Bonnie Greenfield
Ray House
DeeDee Jackson
Joan Mensinger
John D. Rodewald
Bonnie L. Rose
Steven Shouse
Sue Summers
Maryan Trogdon
Mary Turner

SACRAMENTO–AUGUST 16, 1978

George F. Cannon
Mina Cohen
Harvey D. Fischer
Cheri Harris
Don L. Hendricks
Floyd J. Lark
Larry Mettler
Ernest F. Nagel
Richard Rogers
M. Frances Rosen
Herb Salinger
Julie Sherrill
Howard Wackman

SACRAMENTO–SEPTEMBER 28, 1978

Jim Allison
Ken Baker
Jerry Biggs
Jerry Davis
Ken Densley
Karl Jacobson
Pat Kamm
Fred Martinez
Lee Murdock
Paul Stark
Colleen Steck
Gary Thompson
Cay Welsh
Dick Wenstrom
Kathryn Whitten
Don Wilson

SACRAMENTO–OCTOBER 27, 1978

Norma Beil
Britta Callamaras
Paul Cronenwett
Peggy DuBose
Marilyn Geraty
Marilyn Horak
Andrea Kelsey
Melissa Kubiak
Marsha Lee
Bonnie Mischo
Ginger Moalos
Sharon Peterson
Julie Sherrill
Nancy Sporleder
Colleen Steck
Winifred Walker
Loretta Wilhelmsen
Lauzetta Wolfe

SALINAS–SEPTEMBER 18, 1978

Hank Eisemann
Jim Mitchell
Tony Royal
Bill Weigle

SAN BERNARDINO–OCTOBER 2, 1978

Robert Bivens
Gordon Burgess
Flavia Cano
C. E. Clatfelter
David Farquhar, Jr.
Herbert Fischer
Ann Hall
Jim Hayes
Ray House
Joseph Konigsmark
Jackie LaFave
Carolyn Lee
Donald Lindsey
Ron Pardee
Mary Jo Poindexter
Earl Ramsey
Marjorie Remy
Gary Rigby
Phillip A. Rue
Anthony Scalise
Art Smith
Tommy Thompson
David Whittaker

SAN DIEGO–OCTOBER 12, 1978

Ellen M. Abbott
John Baptista, Jr.
Lillian K. Beam
Linda K. Brandon
Leonard E. Busch
Doug Cronin
Ed Guffin
Lloyd Halvin
Mike Harness
Stella Kellogg
Sarana Lamoureaux
Charles Lusk
Hal Marsters
Kathy O'Connell
C. Allen Paul
Charles Printz
Karen Simpson
Andrew G. Smith III
Jane Stein
Max Tinch
R. Williamson
Dennis J. Wood

SAN DIEGO–OCTOBER 31, 1978

Sue Blass
J. William Goddard
Adrianne Hakes
Betty Hall
Barbara Hickethier
Eleanor Jensen
Patricia Jones
Carolyn Keterer
Joan Martin
Jane Mattson
Alice Mittermiller
Lorraine Pepper
Aina Summerfelt
Kathleen Yusunas

SAN DIEGO–NOVEMBER 2, 1978

Richard Bidwell
Erby D. Bradford
Earle Carr
Arnold A. Christen
Paul Jensen
Charlotte Korneff
Bill La Porte
David O. Montague
Albert L. Ratliff
Bill Sechrist
Jack L. Stanton
R. Jack Stinson
John Wagenhalls
Jim Wilson

SAN FRANCISCO–OCTOBER 18, 1978

Quentin Baker
Charles Barrett
Joseph J. Botka
Sergio Luis Caso
Evelyn Fitzgerald
William C. Fortman
Jesse Gutierrez
Helen Marte-Bautista
James Martin
Randall Okamura
Jack Phillips
Don Robinson

SAN JOSE–JULY 19, 1978

Richard Bottoms
Bob Carlson
Larry Harahaza
Norris Hill
Glenn Hoffman
Len Mayfield
Bill Michard
Mike Nye
Robert Thomspon
Loy Trowell
Russ Wilkins
Matt Zemny

SAN JOSE–SEPTEMBER 13, 1978

Ray Barajas
Ed Butler
John Castaneda
Ceci Ceswell
Lawrence A. Edler
Bill Johnson
Sharon Kindsay
Maxine Malstrom
Bill Mathiasen
Lew Mayfield
Carlos D. Molina
K. Nakauche
Mike Nyg
Felix G. Ortiz
Barbara Wheatland

SAN LUIS OBISPO–JUNE, 1978

Presentations by members of the California Agricultural Teachers Association

SAN LUIS OBISPO–OCTOBER 10, 1978

Dick Allen
Steve Gale
Timothy C. Hallett
Robert Harris
Doug Hitchen
Ruth H. James
Per Mathiesen
Jesse Morris
Nancy Morrow
Carol Hertle Nielsen
Jay Palmer
Ed Pierce
Joe Sabol
Mike Schrader
W. P. Schroeder
Mel Souza
David Spaulding
Al Spierling
John C. Stechman
Jim Thornburg
Patricia Wickstrom

SANTA ANA–SEPTEMBER 20, 1978

Bill Bernard
Carole Bielefeld
Karen Klammer
John McDannel
Ed Roberts
Jack Sappington
Shirley Villoni
Ray M. Weimer

SANTA BARBARA–OCTOBER 11, 1978

John V. Boettner
Rosalie Kummer
Mary Ellen Logan
Ruth O'Donnell
Fred E. Orr
Frank N. Priester
Albert L. Ratliff
Mary P. Scopatz
Steve Shinn

SANTA ROSA–SEPTEMBER 27, 1978

George H. Bath
Douglas Campbell
Carol Christen
Edward Davis
John F. Dunlap
J. W. Jamison
James C. King
Bruce Lane
Bud Loucks
Lex McCorvey
Harry F. McCracken
Steve Olson
Harold R. Roa
Lotte Schiller
Marty Sussman
Tawny Tesconi
Gary F. Varrella
Leroy D. Wallace
Gloria Weldon
David Whaley

STOCKTON–OCTOBER 12, 1978

James Adair
Richard Bottoms
Lori Jo Bradford
Robert DeBord
Jay A. Eller
Gino Farinelli
Chuck Gaff
John Garamendi
Fred Godinez, Jr.
Sandra Hartley
Frank L. Haversack
John W. Hawkins
Hazel Hill
G. A. Lewis
John H. Maxwell
James McLemore
Dean McNeilly
Bruce A. Mettler
Lori Nelson
Sandra Olds
Carmen Perino
Bruce Samson
Leo Scheuber
Betty Thoza
Ed Vermeulen
Susie Villa
Ted Walker
Samuel B. Williams

STUDIO CITY–NOVEMBER 3, 1978

Jeanne Bartman
Janice Pierre
Toni Lapolla
Hope Rechif
Maria Reza
Willa Taylor
Cay Welsh

SUSANVILLE–SEPTEMBER 18, 1978

Don Bevins
Ruth Bryden
Al Davie
Richard Egelhofer
Bill Kelly
John Kinsgton
Barbara Marshall
Terry Rieger
Robert Shepard
Bert Warneke

UKIAH–SEPTEMBER 25, 1978

Tom Bowles
Pete Duke
Low Fortin
Jim Hill
Frank B. Johnston
Philip E. Nickerman
Al A. Pierce
Rod Shippey
Bill Tatum
Ken Trough
Roger Wear

WEED–SEPTEMBER 26, 1978

Chris Grotke
Ann Schmidlin
Clifford E. Stone
Tim Weger

WRITTEN PRESENTATIONS TO THE COMMISSION

The following people provided written presentations to the Commission on Vocational Education.

Jim Allison
Steve Bogue
Douglas Campbell
Pat Clow
David Davini
Joanne Donatelli
Claudia Duffy
Benjamin Duran, Jr.
Carroll Green
Charles Leach
Peter Licari
D. E. Mancuso
Chuck Manning
P. Perez
Beverly Phillips
Charles Priest
Ann Rivo
James Rutherford
John Sharon
Robert Tobi
James Walker

REACTION HEARING PRESENTATIONS

The following people made presentations to the Commission on Vocational Education in response to the Commission's draft report.

FRESNO–JANUARY 10, 1979

Jerry Biggs
Richard Boucher
Joseph Cosentino, Jr.
Larry Dutto
Steve Gomes
Fran Harkins
Gerald H. Kilbert
Ernestine Leas
Sherian H. Lyles
Nicole Motte
Tomoe Nimori
Ray Rasmussen
Karen Rempel
Connie Ritt
Maxine Rodkin
Joe Sabol
R. Jack Stinson
Virginia Thompson
John Wagenhalls
Kathryn Whitten

LOS ANGELES–JANUARY 9, 1979

D. Averill
B. Heath
T. Johnson
D. Peppard
J. Tijerina

OAKLAND–JANUARY 9, 1979

Ken Baker
John Castaneda
Rod Clendenen
Patricia Dunlop
Hilda Gifford
Ernie Hickson
Alan Hopkins
Jack Lawrence
Lex McCorvey
Jim McNeill
Bill Michard
M. Duane Mongerson
Lance F. Reuther
Jim Stubblefield
Barbara B. Varenhorst
David Whaley
Russ Wilkins

REDDING–JANUARY 9, 1979

Kent Dagg
Diane Mason
Charlotte Olson
Howard V. Olson
John Oliver
Sheila Robison
Doug Sale

SACRAMENTO–JANUARY 10, 1979

James Adair
Judy Anderson
Patricia Bolin
Richard Bottoms
Cecile Caswell
Susan Cronenwett
Gina Farinelli
Harvey Fischer
Ralph Forrester
Rex C. Fortune
Joel B. Gibbs
Dave Grover
Leonard Hazen
S. P. Hirsch
Donald A. McCune
James A. McLemore
David Montague
Leo Palmiter
Fran Rosen
Ed Silverbrand
Russell Tibbetts
Ann Vasser
Ed Vermeulen
Cay Welsh
Samuel Williams
Don Wilson
Salley Wolter

SAN DIEGO–JANUARY 10, 1979

Dick Adams
Karl Bakken
Glen Casey
Ron Detrick
J. W. Goddard
Lloyd Halvin
Barbara A. Hickethier
Ray House
Eugene Journey
J. D. Konigsmark
Daniel H. Nasman
Marjorie Remy
John Sharon
Betty Womack

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